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ABSTRACT

Communi-Link was designed to assist communities and states in planning and implementing comprehensive adult education and community improvement programs. The Communi-Link process encouraged the development and/or enhancement of "communication linkages" necessary for communities to assess problems, identify resources, and mobilize resources to meet local needs. Consulting assistance to the project was based on the project's primary objectives which focused on the following processes: (1) pilot community interorganizational communicative linkage systems, (2) state-community assistance networks (SCAN), and (3) diffusion-dissemination of Project outcomes to both non-project and project states. The principal training experience used by the Project was the simulation game, MICROVILLE. Results include: (1) Pilot areas reported a marked improvement in local communications, cooperation and coordination; (2) Several project states made notable progress towards the development of state-community interorganizational linkage systems (SCAN); and (3) Over 4,000 citizens participated in a total of 50 Project Communi-Link multi-media dissemination workshops. The project was found to be a viable approach to community-wide program development. (Author/CK)

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DEPARTMENT OF EDUCATION
FORT COLLINS, COLORADO

PROJECT
COMMUNI - LINK

TERMINAL REPORT
JUNE 30, 1973

[illegible]

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Office of Education Grant Number:
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TERMINAL REPORT

PROJECT COMMUNI - LINK

TERMINAL REPORT: FY 1973

PROJECT COMMUNI-LINK: MULTI-STATE PROJECT TO DEVELOP COORDINATIVE, RURAL COMMUNITY BASIC EDUCATION PROGRAMS

Pursuant to Grant No. OEG-0-71-4468(324); Department of Health, Education, and Welfare; Office of Education; Bureau of Adult, Vocational, and Technical Education; Division of Adult Education Programs. Funded under authority of Public Law: 91-230, Title III, Section 309(b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

Continuing Education
Department of Education
College of Humanities and Social Sciences
Colorado State University
Fort Collins, Colorado

June 30, 1973

The work presented or reported herein was performed pursuant to a grant with the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred.

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ABSTRACT

DESCRIPTION

PROJECT COMMUNI-LINK is designed to help create a linked community. . . where all people are talking and working together in planning, organizing, and conducting adult education and community improvement programs.

Communi-Link, a multi-state demonstration project, was designed to assist communities and states in planning and implementing comprehensive adult education and community improvement programs. The Communi-Link process encouraged the development and/or enhancement of "communication linkages" necessary for communities to assess problems, identify resources, and mobilize resources to meet local needs.

The Project, funded in 1970 by United States Office of Education, was directed by Dr. James M. Kincaid, Jr., and Dr. John C. Snider, Colorado State University.

During the life-span of the Project, the Colorado State University-based staff along with part-time regional consultants provided consultative assistance to 31 pilot communities in 14 western states. The consultative assistance was based on the Project's primary objectives which focused on the following processes:

* pilot community interorganizational communicative linkage systems

* state-community assistance networks (SCAN), and

* diffusion-dissemination of Project outcomes to both non-Project and Project states.

The principal training experience used by the Project was the simulation game, MICROVILLE. During two-day workshops conducted in all pilot areas, community representatives from all socio-economic strata engaged in group decision-making processes by becoming actively involved in the development of comprehensive adult education/community improvement programs for MICROVILLE. More than 5000 citizens participated in a total of 75 MICROVILLE workshops.

Project follow-up activities focused on consultative assistance in the areas of community council organization and maintenance; community-wide needs and resource assessments; and special training experiences in such areas as adult basic education teacher training, recruitment of students for adult basic education, basic adult consumer education program development and adult education materials development.

RESULTS

* Pilot areas reported a marked improvement in local communications, cooperation and coordination. Community councils were formed or revitalized in 23 pilot areas; needs assessments were conducted or are underway in 25 communities; directories of local resources were compiled and published in ten communities; and a variety of new and/or enhanced local programs were developed.

* Several Project states made notable progress towards the development of state-community interorganizational linkage systems (SCAN). It is anticipated that SCAN-related activities will help to perpetuate Communi-Link concepts throughout the state(s) following Project termination.

* Over 4000 citizens participated in a total of 50 Project Communi-Link multi-media dissemination workshops. The sessions were held in 13 Project and 21 non-Project states. As a result of dissemination of Project activities and outcomes, a total of 68,000 pieces of Project literature and Project training materials were provided to interested individuals throughout the nation.

CONCLUSIONS

An objective analyses of Communi-Link (description of activities, results, enhancers and impeders) revealed the demonstration project to be a viable approach to community-wide program development. Implications and recommendations for future community-wide programming efforts were included in the Project's terminal report.

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CHAPTER I

PROJECT PHILOSOPHY

Project Communi-Link was envisioned and developed by Dr. James M. Kincaid, Jr., Professor of Continuing Education at Colorado State University. Evident in the first funding proposal which Dr. Kincaid submitted to the U. S. Office of Education were certain beliefs, values and attitudes. These beliefs provided an initial philosophical base for the Project.

As additional staff members were hired, periodic discussions relating to Project philosophy were held. The intent of these discussions was to develop concensus, written statements of philosophy. These discussions served to provide a common base of understanding among and between Project staff members and provided direction and perimers for all Communi-Link activities.

The following statements reveal the basic philosophical position of the Project:

> The CSU-based Project Communi-Link staff, realizing that a philosophy is necessary for consistent action and as a base for effective communication, do set forth these statements:
>
> -We recognize that there are many institutions, organizations, agencies and groups in our society which are attempting to meet people's needs and solve their problems.
>
> -We view problems of society as symptoms of unmet needs of people. Further, the Project sees man as a whole individual with many diverse, yet interrelated needs. Too frequently agencies respond to problems of communities, and thus of people, in a fragmented fashion--meeting only one need at a time. In addition, local agencies and organizations often are not aware of one another's programs. As a result, there are evidences of both gaps and duplications in services to people.
>
> -The staff believes that the improvement of communities is contingent on changes in the attitudes, skills and knowledge of people; changes in people imply that learning has taken place; education facilitates learning and is a means of bringing about changes in people.

-It is our belief that systematic, purposeful learning experiences should be directed toward adults, as well as youth, in communities. These experiences should be designed to respond to man's immediate, felt needs as well as stimulating the individual's undiscovered potential and unique capabilities. Such education should be a lifelong process and which encourages social responsibility and mobility, intellectual growth, economic improvement, emotional maturity and citizen involvement in community affairs.

-Further, we believe that people are both desirous of and capable of change. Frequently, however, people do not see ways, or feel that they are able, to effect change in their own lives and in their community. Often people need encouragement and support in their efforts, along with opportunity for increased development of knowledge and skills.

-We believe that agencies, organizations, institutions and individuals in communities must "blur" their lines of responsibility and recognize the interdependency of their efforts to help meet needs of man and solve problems.

-We believe that the first step in the process of improving communities is that of developing communication linkages--among and between all segments of the local population. In order to be effective, these linkages must be mutually supportive so that cooperative, coordinative programs can be developed to meet local needs.

-We believe that if a wide cross-section of community people are brought together in a friendly, non-threatening atmosphere, they can and will work together to solve community problems. Moreover, each community, as each individual, is unique. Therefore it is community people who must decide (1) what their problems are, and (2) what are "appropriate" solutions to local problems.

-Finally, it is our belief that many of the resources (human, physical, financial) that are needed to solve local problems are available within the local community.

CHAPTER II

NEED FOR THE PROJECT

Communi-Link states, through its philosophy, many concensus beliefs and observations concerning the nature of man, community, and society; the nature of man's needs and the problems he faces; the agencies, institutions and organizations man has established to meet his needs; and the potentiality of change through education. More detailed evidences directly related to these basic observations clearly suggest the need for Project Communi-Link.

In March, 1969, Arthur P. Crabtree, member of the President's Advisory Committee on Adult Basic Education, indicated that duplication of efforts and lack of coordination between agencies, institutions, and individuals is prevalent at local, state, and national levels. This segmented approach--where a few "independent" organizations aim resources toward fulfillment of target audience basic academic needs, others toward social and welfare needs, and still others toward vocational and occupational needs--denies the inter-relatedness of the needs of man. Though many programs exist, these fragmented, segmented efforts fail to realize that man is a complex being and fail to meet the needs of the "whole" man. Individuals and communities in our society see problems arising from such fragmentation; to quote from the 1972 National Advisory Council on Adult Education Annual Report:

> -Seventy million persons over 16 years of age have less than a high school diploma.
>
> -Unemployment hovers between 5 and 6 percent.
>
> -Problems of health and human relations are accelerating.
>
> -Crime in our cities is on the rampage.

-Environmental illiteracy is widespread.

-Welfare rolls are lengthening, at great psychological cost to the recipient and great financial cost to the taxpayer.

The need for change is pressing. Communi-Link has viewed education as a means for effecting change. While the Project is concerned with the welfare of the total community, its emphasis is on the education of adults. According to the 1972 Annual Report of the National Advisory Council on Adult Education:

> Our nation cannot afford an educational system that is solely child-centered. It would be too expensive.
>
> Adults, not children, are making the decisions that affect all functions and actions of our government. Adults, not children, are responsible for our government. Adults, not children, are responsible for our productive output. Adults, not children, are confronted with the problems of parenthood and family life. Adults, not children, are challenged by environmental problems that threaten all future generations. Adults, not children, are faced with increased costs of living.

In order to bring about change in communities, individuals and groups must become proficient in planning and implementing programs to meet community-wide needs. This necessitates "linkages" between and among agencies, organizations, institutions, and individuals in order to assess community-wide needs and wants and to mobilize existing resources to meet these needs and wants. Community members must acquire attitudes, skills, and knowledge which will enable them to develop communication linkages and coordinated, cooperative efforts with other individuals and groups in the community.

Thus, evidences clearly pointed to the need for a project designed to assist communities and individuals in communities in acquiring the attitudes, knowledge and skills necessary for effective community-wide programming based on local needs. Project Communi-Link was designed to provide such assistance.

CHAPTER III

Project Communi-Link was designed to address the obvious need for community-wide approaches to meeting local needs and solving local problems. The initial Project proposal suggested that the Project address the need for community-wide approaches to problem-solving by providing consultative assistance to several "pilot" communities in a multi-state area. Project Communi-Link was funded by the U. S. Office of Education as a special demonstration project (PL 91-230, Title III, Section 309(b)) in July of 1970.

The goal of Project Communi-Link was:

> To assist in the development of a 'linked' community--one which mobilizes all of its resources toward the solution of its problems.

Further, the Project was designed to assist communities in the enhancement and/or development of communication linkages between and among agencies, institutions, organizations and individuals. The establishment of meaningful, mutually supportive communications was viewed as the first step toward development of coordinative, cooperative programs which are based on local needs.

Throughout the Project's life span, the Project staff established a number of more specific expectations or objectives. Project operations were guided by three major objectives which related to three broad areas of concern.

Process Objective #1 (Community Level)

Project Communi-Link was primarily concerned with assisting citizens with a process which they could use to develop community-wide programs in adult education and community improvement. In order to provide (1) direction for Project activities, and (2) a criterion system for measurement of community progress, the Project staff established the following "process" objective:

> Each pilot community will have established an interorganizational communicative linkage system. By the establishment of this system, each community will have evidenced progress toward:
>
> a. Identification and articulation of the complex needs and wants of adults in those communities.
>
> b. Identification, mobilization, and utilization of existing and potential community resources toward the development of comprehensive and effective programs (educational, etc.), which meet those needs and wants.
>
> a. and b. above are measured on the basis of the following criteria:
>
> _____1. By forming or revitalizing a representative committee, council, or group (formal or informal) to develop a community-wide program.
>
> _____2. By planning a strategy for identification and assessment of community needs and wants.
>
> _____3. By identifying the comprehensive needs and wants of the community.
>
> _____4. By assigning priorities to those needs and wants.
>
> _____5. By establishing realistic, measurable objectives for meeting the needs and wants of the community.
>
> _____6. By identifying resources needed and available for attaining the established objectives.
>
> _____7. By mobilizing and implementing the required resources.
>
> _____8. By demonstrating the use of process and product evaluation where appropriate.

Process Objective #2 (State Level)

Based on several months of community-wide programming experiences in pilot communities, the Project staff recognized the need for similar activities at the state level within each of the participating states. Ultimately, it was hoped that state agency resources would replace the "external catalytic resources" provided by Project Communi-Link. Also, it was recognized that to be most effective, coordinative local programming efforts must be supplemented and supported by similar efforts at the state level. Thus, coordinated approaches to problem-solving at the state level could provide impetus for "multiplying" the Project's efforts in selected "pilot communities"--i.e., all communities in a given state could benefit.

State-level related activities were termed "State-Community Assistance Networks" (SCAN).

The following process objective was established to provide means for measurement of SCAN-related progress:

> Each Project state will have established a mutual State-Community Assistance Network (SCAN). By establishment of this network, each state will have evidenced progress toward:
>
> a. Development of a state-level interorganizational linkage system.
>
> b. Linkage of state and community level interorganizational systems.
>
> c. Development and/or enhancement of interorganizational linkage systems in non-Project communities.
>
> Items a., b. and c. above are measured on the basis of the following evidences:
>
> a. Formation (or utilization of existing) committee, council, or group (formal or informal) to develop comprehensive state and community programs.
>
> b. Membership of the committee, council, or group is from concerned organizations, interest groups, and various "publics" (as defined by the state/community).
>
> c. State/community groups employ process steps including:

What was said	What was done
i. Philosophy discussed	ia. Functional philosophy "agreed" and stated.
ii. Needs and wants assessments discussed.	iia. Needs and wants strategy developed and carried out. b. Potential clientele to be served directly involved, etc.

What was said	What was done
iii. Priorities discussed.	iiia. Statements of priorities with supporting data prepared and disseminated. b. Potential clientele given opportunity to react.
iv. Objectives discussed.	iva. Realistic, measurable objectives stated and disseminated. b. Potential clientele given opportunity to react.
v. Existing and potential resources discussed.	va. Resource assessment strategy developed and carried out. b. Resources, needed and available, identified in relation to attainment of the established objectives, etc.
vi. Program implementation plans discussed.	via. "Action" plans stated and carried out. b. Required resources mobilized and utilized, etc.
vii. Process evaluation discussed.	viia. "Process" evaluation procedures stated and carried out. b. Each step in the process assessed by the group, etc.
viii. Product evaluation discussed.	viiia. "Product" evaluation procedures stated and carried out. b. Product evaluations determined evidences about understanding needs and wants by programmers and clientele; relevancy of learning experiences to needs and wants; clientele recruitment and retention; changes in cognitive, affective, and/or skills behaviors of clientele in direction of need or want satisfaction; etc.

In addition, item c. is measured on the basis of the following evidences.

What was said	What was done
i. State group expressed concern about "multiplier" effect to non-Project communities.	ia. State group established a "means" (e.g., task force of state-level personnel) to assist non-Project communities.

What was said	What was done
ii. "Means" action plans discussed.	iia. Specific communities for expansion identified. b. "Process steps are employed (as previously described) when initiating the inter-organizational linkage concept in the identified communities and in the establishment of an interorganizational linkage system for community-wide program development.

Objective #3 (Diffusion/Dissemination)

Project Communi-Link was funded as a demonstration project. Therefore, the staff was commited to the idea of disseminated information about Project aims, activities and results. The third year proposal included allocation of financial resources for nation-wide dissemination of Project activities through special workshops to be conducted by members of the Project staff. The following Project dissemination-related objective was established by the staff:

> Given the Communi-Link Diffusion-Dissemination workshop experience, involving a high percentage of participants representing state, regional and local governmental agencies, departments of education, community action groups, lay leaders, and interested citizens; participants will be presented detailed information concerning:
>
> a. Communi-Link concepts
>
> b. Project rationale (justification)
>
> c. Implementation strategies
>
> d. Extent and degree of participant (state and community) involvement
>
> e. Staff competencies and Project Communi-Link support activities
>
> f. Project's goals, achievements, results, and aspirations
>
> g. Future emphasis and operational priorities during remaining life-span
>
> h. Other activity directly or indirectly related to the total functionality of the Project.

This objective will be accomplished by means of a multi-media informational presentation, (available to each of the 50 states), including question and answer periods, intervals of audience interaction with Project staff members, and visual examination of samples of Project's training devices and published materials.

The effectiveness of the multi-media workshop in accomplishing the above stated objective will be measured by an appropriate evaluation instrument to be mailed to a random sample of those attending each workshop, and through informal discussions, question and answer periods, etc., by noting types of questions asked.

The evaluation will seek evidences of the degree of:

1. The effectiveness or ineffectiveness of the diffusion presentation methods,

2. The understanding of Communi-Link concepts, rationale, objectives, methodology, and outcomes,

3. Positive or negative feelings toward Communi-Link philosophy, program development process, process training techniques, training tools, initiation and implementation procedures, products and results, and

4. Individual judgments concerning the usefulness of Communi-Link concepts and methodology relative to specific program development problem solving applications within the present experience of each participant in the sample.

After participating in the Diffusion-Dissemination workshop, at least 50 percent of the state and community leaders will seek further information about Project Communi-Link's program planning process, concept, design, intents and accomplishments, to be measured by verbal and/or written requests to the Project staff for:

1. Additional workshop information, and

2. Additional materials (printed, films, slides, etc.).

Project Communi-Link cannot at this time commit itself beyond the answering of requests for additional information and media materials. All requests for staff consultant visitations, workshops, or other such similar requests must be weighed individually on the basis of staff time constraints, local cost sharing, and compatibility with existing Project priorities.

CHAPTER IV

PROJECT IMPLEMENTATION

All Project Communi-Link operations were guided by the philosophical premises on which the Project was based, problems evident in society which revealed need for community-wide approaches to local program development and the more specific statements of Project objectives.

Throughout all phases of the Project, the staff was concerned with facilitating the development and/or enhancement of communication linkages among and between agencies, organizations, institutions and individuals. Mutually supportive communication linkage systems were viewed as prerequisite to the development of community-wide programs designed to meet local needs.

The general Project implementation strategy included five major phases: initiation; initial training; follow-up assistance; development of transitional and/or terminal relationships; and wide-spread dissemination of Project aims, activities and results. This chapter addresses the five major Project phases and their sub-components in a sequential fashion. However, due to (1) the nature of the Project, and (2) the fact that pilot communities and states became involved with the Project at different periods in time, the Project staff was frequently involved in several of the phases concurrently.

The sections of this chapter, outlined in terms of the major Project phase which each represents, are:

-Project initiation activities are described in sections entitled Staffing, State-Level and Community-Level initiation activities, and identification of Project State Instructional Consultants.

-Initial training provided for representatives of Project pilot communities and states is described in the section entitled MICROVILLE Workshops as Training Strategy.

-Follow-up assistance is described in the section entitled Follow-up Training in Communities.

-Activities related to the concern for development of transitional and/or terminal relationships are described in the sections entitled State-Community Assistance Networks and Transitional-Terminal Relationships.

-The Project's major dissemination activities are described in the section entitled Diffusion-Dissemination.

The final portion of this chapter (Internal Operations) includes a description of six elements deemed critical to Project operations and thus, the achievement of Project goals and objectives.

STAFFING

Staffing at the Colorado State University level included a variety of expertise and competencies during the third year. Listed below are staff members, percentage of their time funded by the Project, and individual areas of expertise:

John C. Snider, Co-Director
82% (funded by Project)
Community-wide program development; administration; simulation-gaming; adult teaching and learning.

James M. Kincaid, Jr., Co-Director
0%
Adult teaching and learning; administration; program development in adult education.

Annette L. Ensley, Research Assistant
50%
Adult education program development; writing and edition; home economics; family relationships.

Cynthia R. S. Grover, Research Assistant
50%
Adult basic education library development; adult education program development.

Roger D. Martinez, Community Services Coordinator
100%
Community organization; English as a second language; adult education program development.

Tom E. Martinez, Community Services Coordinator
100%
Adult education diffusion-dissemination procedures; adult education program development.

Sonja J. Mehaffey, Senior Clerk Stenographer
100%
Contracts; budgets; travel; workshop logistics.

Joseph T. Newlin, Community Services Coordinator
100%
Public relations; diffusion-dissemination techniques; community needs assessments; adult education program development.

Charles F. Porter, Community Services Coordinator
50%
Community school education; GED programming; adult education program development; simulation-gaming.

Paula Roark, Research Assistant
50%
Adult basic education; community education.

Sheila A. Schroeder, Community Services Coordinator
100%
Adult education program development; basic consumer education for adults; ABE teacher and teacher-aide training.

Roberta J. Scott, Senior Clerk Stenographer
50%
Quarterly and terminal reports; purchasing; correspondence.

Douglas Sjogren, Internal Evaluator
10%
Evaluative research in social sciences; educational measurements.

Marlene K. Skrabec, Research Assistant
50%
Adult career education, simulation-gaming; adult education program development.

Judy M. Smith, Community Services Coordinator
100%
Adult education program development (community, agency, and activity levels); ABE teacher training.

Constance R. Tindel, Community Services Coordinator
52%
Adult basic education materials development; adult basic education library development; adult education program development.

George Wheeler, Research Assistant
50%
Evaluation

Former Communi-Link Staff Members

Dr. Denzil O. Clegg, Assistant Director

Dr. Charles Divita, Jr., Community Services Coordinator

Miss Judy Krakower, Graduate Research Assistant

Mr. C. D. Maestas, Community Services Coordinator

Mr. Herbert F. Manig, Community Services Coordinator

Mrs. Alice Martin, Graduate Research Assistant

Miss Jill Nagrodsky, Internal Evaluator and Graduate Research Assistant

Mr. S. Kenneth Oakleaf, Community Services Coordinator

Miss Sandra J. Tangney, Graduate Research Assistant

STATE LEVEL PROJECT INITIATION

INTRODUCTION

The plan for beginning or initiating Project Communi-Link (PCL) in the pilot area of the U.S. (states west of the Mississippi) involved two significant steps: state-level Project initiation, and community-level Project initiation. In the early years of the Project, success in obtaining acceptance and support of PCL at the state level determined whether or not initiation would take place at the community level. During the later part of the second year some variation occurred in this dependent relationship such that communities in two states (Oregon and Washington) actually initiated state-level support for PCL because of their desire to become involved with the Project.

The initiation of PCL in states and in communities can best be understood by explaining each step separately in terms of the Project staff's intents (objectives) and the means used to implement those intents.

DESCRIPTION OF METHODS USED

Contact by Mail

Initial state contacts were made through letters to the State Adult Education and Cooperative Extension Directors (two agencies with primary responsibility for adult education programming)* to offer PCL as a potential resource for their state and to determine the Directors' interest or lack of interest in the Project. Those directors who were interested in PCL were asked to indicate visitation dates that would be mutually convenient to both of them, at which time they would meet with PCL staff to consider active participation in the Project.

---

*According to the original proposal, legitimizers of PCL at the state level were to include the State Commissioner of Education, Director of Adult Education, Director of Vocational Education, Adult Basic Education Assistants and/or Consultants; University officials such as the Dean and/or Director of Cooperative Extension, Dean of general Extension, appropriate college or department of education personnel and others who have state-wide responsibilities for basic educational programming, (i.e., community college personnel, etc.). This proposed procedure was finally limited to include only State Adult Education and Cooperative Extension Directors because the Project staff felt they would not have been able to get the original broad representation at the initial visitations.

Visitation by Project Staff

Visitations were scheduled in those states that responded favorably to the letters. The Project staff's intentions for these visitations were to meet with State Adult Education and Cooperative Extension Directors or their designated representatives and others who may have joined the group on invitation from the directors to:

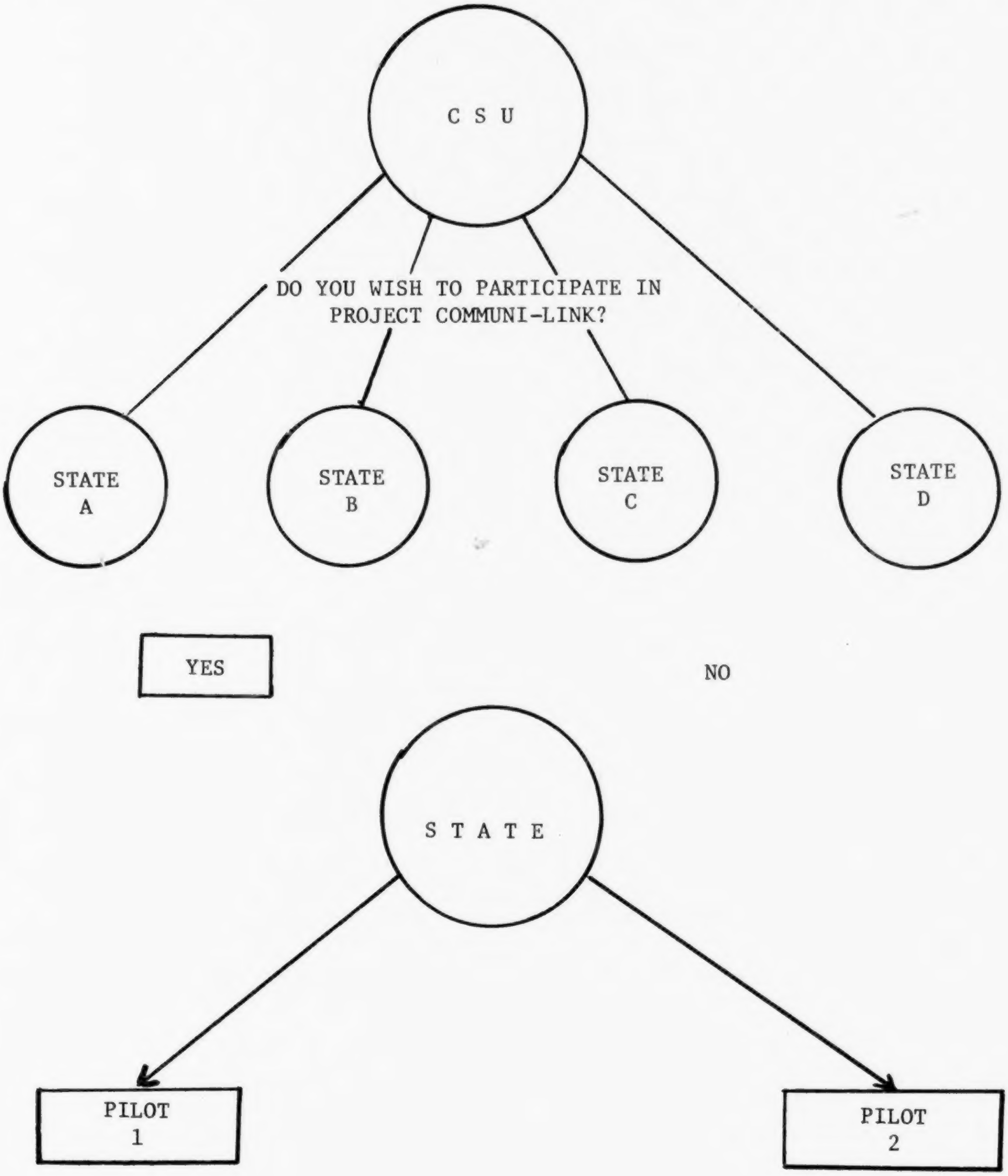
1. Discuss the agencies' programs, problems and concerns with respect to adult education programming at the local level.
2. Orient the Directors to Project aims and proposed operations.
3. Interrelate state problems or needs with Project aims and proposed operations in order to create an awareness of the need for the Project.
4. Obtain legitimization of the Project.
5. Identify two potential pilot communities in their state.
6. Identify potential state instructional consultant(s).
7. Enlist active support of Project activities by state agency representatives.

(See Attachment 1 for an overview of the state-level initiation strategy.)

RESULTS

The results will be divided into two parts: overall results of state-level Project initiation attempts in eighteen western states, and

Attachment 1


C S U
DO YOU WISH TO PARTICIPATE IN PROJECT COMMUNI-LINK?
STATE A
STATE B
STATE C
STATE D
YES
NO
S T A T E
PILOT 1
PILOT 2

IDENTIFY TWO PILOT COMMUNITIES IN YOUR
STATE WHO MAY WISH TO PARTICIPATE

specific results of state-level Project initiation in Oregon and Washington. The latter part is necessary because the initiation strategy used in those two states varied from that used in the other states. Attachment 2 identifies these states.

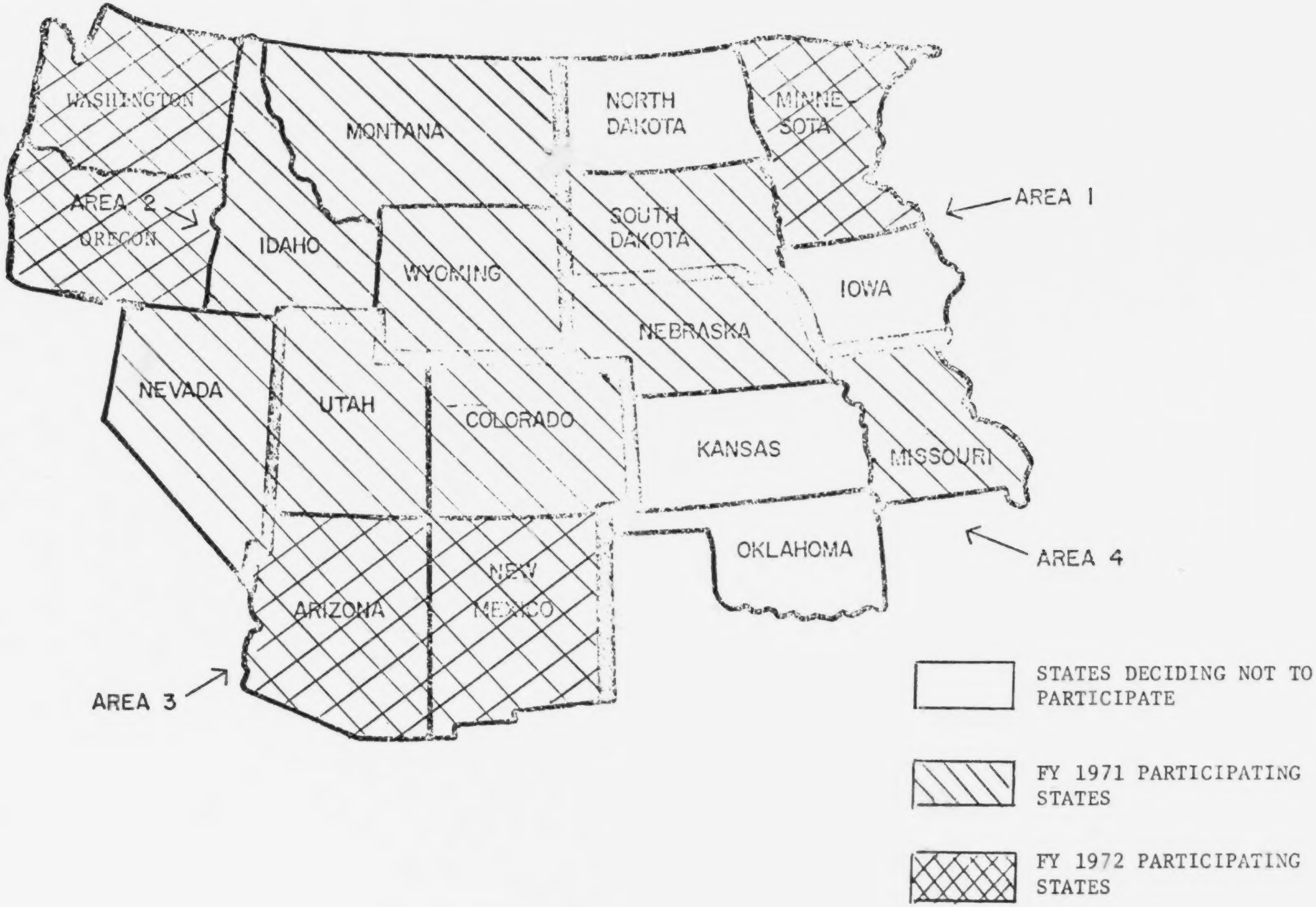
Overall Results of State-Level Project Initiation Attempts

Results over the three years of Project operations.

1. Eighteen of 19 states that were designated as potential pilot states received initial contact from PCL through letters.
2. One state, Alaska, was never contacted because of the cost involved in travelling to that state.
3. Out of the 17 states that were visited by Project staff, only in Iowa, the first state visited, were the Directors not given the opportunity to share information about their programs at the outset of the meeting. Although this was probably just one reason Iowa elected not to participate, Project staff changed their approach in initial state visitations as a result.
4. The presentations by staff personnel of Project aims and potential operations were ambiguous in the early initiation visits. Skepticism on the part of the state personnel was often high concerning their involvement with the Project. Presentations improved as staff experience in Project activities increased. During the second year visits, articulation of the objectives was more clear and the means of operations had been tested and had proven successful.
5. In 12 of 14 Project states, Project personnel were able to interrelate state problems and needs with Project aims and operations in order to create an awareness of the need for

Attachment 2

STATES ELIGIBLE FOR PROJECT COMMUNI-LINK


WASHINGTON
OREGON
AREA 2
MONTANA
IDAHO
WYOMING
NEVADA
UTAH
COLORADO
ARIZONA
NEW MEXICO
AREA 3
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
MINNESOTA
IOWA
MISSOURI
AREA 1
AREA 4
STATES DECIDING NOT TO PARTICIPATE
FY 1971 PARTICIPATING STATES
FY 1972 PARTICIPATING STATES

the Project during those initial state-level visitations. In Washington and Oregon a different strategy for PCL involvement was employed.

6. Legitimization for PCL to operate in 14 states was obtained from the state-level personnel involved in the initial meetings. (See Result No. 18.)

7. In FY 1970-71, 2 pilot communities were identified in each of the 9 participating states. In FY 1971-72, of the 9 original states, 2 states, Nevada and South Dakota, identified a third pilot community. In FY 1971-72, of the 5 new states, Arizona and Minnesota identified two pilot communities; New Mexico identified one pilot community; Washington and Oregon did not identify pilot communities per se. (See Results of State-Level Project Initiation Attempts in Washington and Oregon.)

8. Twelve of 14 states identified the State Instructional Consultants (SIC's) for their states. Washington and Oregon did not identify SIC's.

Results during the first Project year, Fiscal Year 1970-71.

9. Fifteen states received initial contact through letters.
10. Thirteen of the 15 states responded.
11. Twelve states requested visits from Project staff and each was visited.
12. One state responded but did not request a visit (Minnesota).
13. Two states did not respond (New Mexico and North Dakota).
14. Nine of 12 states visited decided to participate (Colorado, Idaho, Montana, Missouri, Nebraska, Nevada, South Dakota,

Utah, Wyoming).

15. Three states visited decided not to participate (Iowa, Kansas and Oklahoma).

Results during the second Project year, Fiscal Year 1971-72.

16. Five states were contacted and visited, and each decided to participate (Arizona, Minnesota, New Mexico, Oregon and Washington).

Results beginning the third Project year, Fiscal Year 1972-73.

17. Fourteen states were actively involved in PCL and each maintained their involvement throughout the year.

18. Eleven of 14 states were represented by both Adult Education and Cooperative Extension Directors or their representatives in the initial visitation. New Mexico, Oregon and Washington were represented only by Adult Education personnel.

19. In the majority of the 11 states where both Adult Education and Extension were represented, the Directors (or others) knew each other. However, communication had been limited and in almost all cases little was known or understood about the other's programs. During this interchange they became more aware that *there are many agencies, institutions, groups, etc. in our society which are attempting to meet people's needs and solve their problems, while at the same time many problems remain unsolved. Such programs overlap and gaps and duplications in services to people exist as well; agencies, organizations, individuals, etc. must "blur" their lines of responsibility and recognize the interdependency of their efforts to help meet needs of man and solve problems.

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*These are the philosophical tenets upon which PCL was based.

20. Active support of and involvement in Project activities was obtained from and maintained by both State Adult Education and Cooperative Extension Directors and their assistants in 9 of the 14 participating states. Extension service personnel have been more actively involved in Arizona, while in New Mexico, South Dakota, Oregon and Washington state-level Adult Education personnel have taken an active role.

Results of State Level Project Initiation Attempts in Oregon and Washington

In FY 1971-72, Project personnel contacted through letters the State Adult Education and Cooperative Extension Directors in the two states of Oregon and Washington. The letters had the same intents as those sent to the already participating states. Project personnel then waited for an expression of interest from the state-level agency directors in order to schedule a visitation.

The staff's intents with respect to these visitations were consistent with the previously described initiation strategy. However, by this time in the Project's history, considerable success and wide-spread recognition had been achieved. This factor altered the state-level initiation strategy in significant ways. The results explain this variation.

1. The Director of Cooperative Extension in each state indicated that he was not interested in participating.
2. The State Director of Adult Education and a State Specialist in Continuing Education and Community Services for community colleges from Oregon expressed interest in arranging an initial visit with Project staff. These individuals had received an inquiry from a community college in the state requesting state involvement in PCL.

3. The initial visitation was scheduled and was attended by state-level adult education personnel - Oregon (2), Washington (1); local-level community college personnel, Oregon (6) and the Regional Program Officer for Region X, Office of Education.
4. Project staff and representatives from Oregon and Washington decided that a training session (MICROVILLE workshop) to involve community and state-level representatives from both Oregon and Washington would help the state and community people decide whether Project objectives and operations could actually provide assistance in solving community needs and problems. Observer-participants from Alaska were present at that training session.
5. The workshop was conducted and both state-level and community-level representatives expressed a desire to have the states participate in PCL. Two communities in Washington expressed a desire to become Project pilot communities. Six Oregon communities expressed a desire to participate in PCL. These pilot communities were not identified by state-level personnel.
6. Both State Directors of Adult Education have been actively supportive of and involved in Project activities in the states.

CONCLUSIONS

Overall Success

Overall Project initiation efforts at the state level were successful. Although the first attempt to obtain participation of a state failed, the Project staff used that session as a means of evaluating their approach. The results of this evaluation session suggested that the state-level personnel should always be given the opportunity to discuss their programs and concerns about meeting local needs before Project staff explained the Project objectives and operations. This was the approach subsequently taken.

Such an approach led the persons involved to recognize that their agencies were both attempting to meet people's needs while each expressed concerns that their programs were not doing the job. In addition, many of these specific agency heads had never communicated with each other about their programs prior to the Project initiation visit. Before the end of the sessions they were saying things like "we need to coordinate our efforts." In most cases, the state-level personnel expressed a desire to work together and the opportunity to do so was designed into the objectives of the meeting. For example, they were asked to identify pilot communities, and in all states this was accomplished through mutual agreement or compromise.

Visibility for Adult Education

Because both agencies were involved initially and have in most states continued to be involved in Project activities, the definition of adult education has been broadened for each agency. They have realized their interdependent relationship in terms of meeting the total needs of the people they are serving.

In all states, those state-level agencies which have maintained support of the Project have gained increased visibility on the local level from lay citizens as well as from other agency personnel. This has been particularly beneficial to the Divisions of Adult Education, since the number of personnel of that agency is much smaller in the Project states than that of the Extension Service. In addition, the Division of Adult Education is relatively new to the western states, whereas the Extension

Service has been servicing western communities for many years.

Although Adult Education and Cooperative Extension personnel have maintained a high level of support and involvement in Project states, it is evident that in those states where only one agency has been involved, the local programming has tended to be extremely one-sided. It may have been advantageous to have involved additional agencies in that initial meeting in order for communication linkage systems to have become more representative of those agencies and individuals concerned with meeting the needs of adults at the state and community levels.

IMPLICATIONS AND RECOMMENDATIONS

1. When attempting to elicit a positive response or adoption of a new idea, the initiator should let the responders (i.e., state-level personnel) first share their programs and express their concerns and problems with these programs.
2. The initiator (i.e., project staff) should listen carefully to the responders, assume a low-keyed approach, and ask questions of the person which will express interest in his concerns.
3. The initiator should then relate the new idea (in PCL's case, Project objectives and operation) to the concerns expressed by the person who is being asked to accept the idea, in order to create an awareness of the need for the new idea.
4. The meeting should be designed so that once the responders have favorably considered the new idea, they will be able to implement steps which lead to its full adoption.
5. When initiating a new idea in a pilot area, a significant sampling of those persons who will actually be asked to participate in or contribute to the innovation should be involved.

COMMUNITY LEVEL PROJECT INITIATION

DESCRIPTION OF METHODS USED

Guidelines

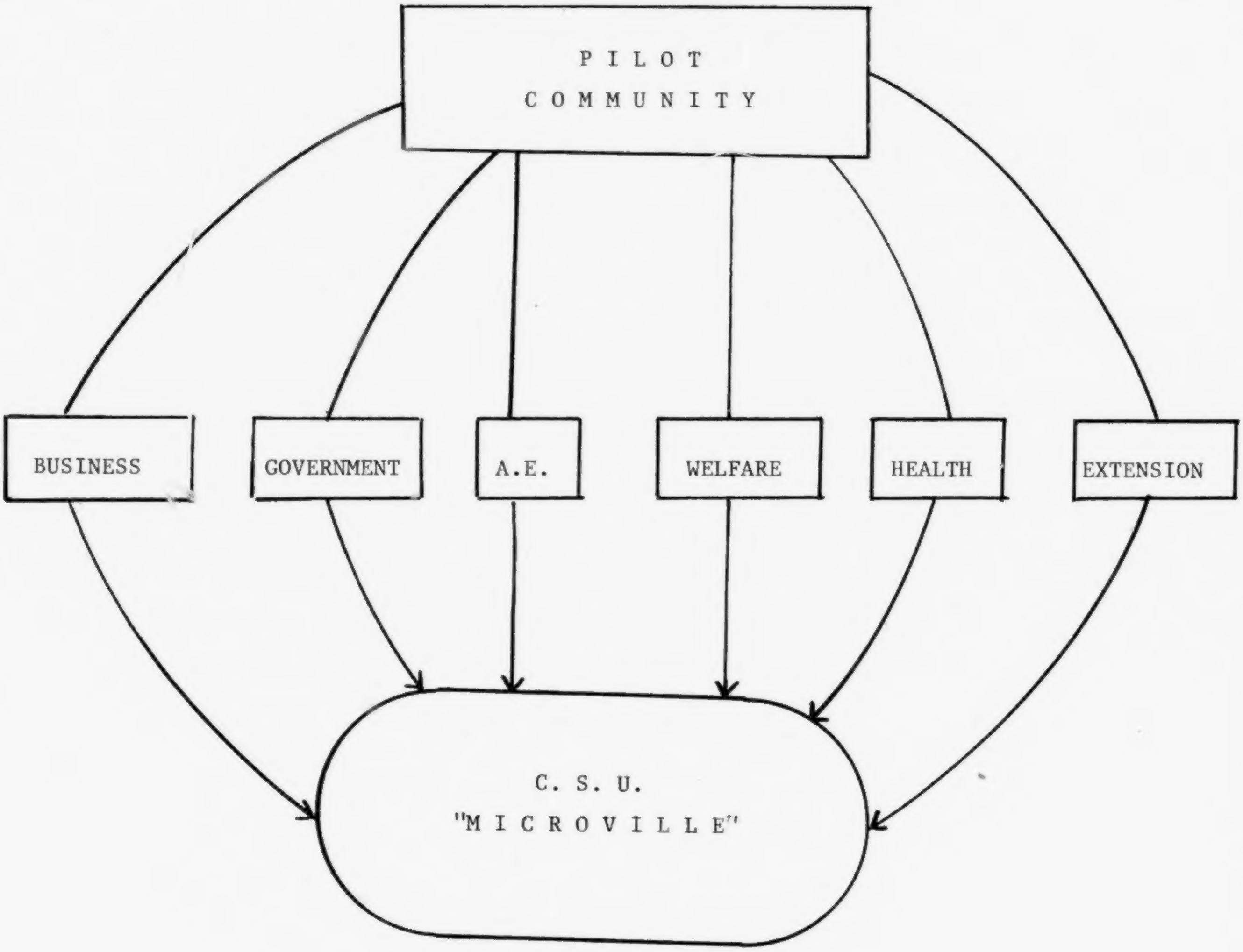
The Project staff planned for Project initiation at the community level with specific objectives in mind. It was their intention:

1. To meet with selected community people who represented a wide cross-section of individuals, agencies, organizations concerned with adult education and related programming at the local level to assess existing programming efforts and to discuss Project Communi-Link's potential for assistance in the community.
2. To visit as many of the separate adult education and related organizations as possible for a more in-depth assessment (gather base-line data) of programming efforts.
3. To determine the extent to which interorganizational communication linkages were established and assess the apparent degree of their effectiveness in facilitation of cooperative programming arrangements.
4. Given expression of desire by the community to participate in the Project, to invite them to identify six representatives of a variety of agencies, organizations, and groups to attend a workshop at CSU. Attachment 1 illustrates this process.

Community-Centered Approach

Project staff implemented the initiation plan using a community-centered approach. They acted in accordance with the belief that community people must make the decisions which will influence their lives. The staff made neither suggestions about specific problems that were communicated to them or that they observed during their visits to the pilot communities,

Attachment 1


PILOT COMMUNITY
BUSINESS
GOVERNMENT
A.E.
WELFARE
HEALTH
EXTENSION
C. S. U.
"MICROVILLE"

EACH PILOT COMMUNITY SENDS SIX
REPRESENTATIVES TO CSU "MICROVILLE" WORKSHOP

nor promises of specific outcomes that might be achieved should the community become involved with the Project. Rather, their approach was one of belief that community people can and must be the ones who identify local problems and solutions to these problems, followed by offered assistance with a process that might be found useful in solving whatever problems they might identify. Communities who became involved in the Project did so on a purely voluntary basis.

RESULTS

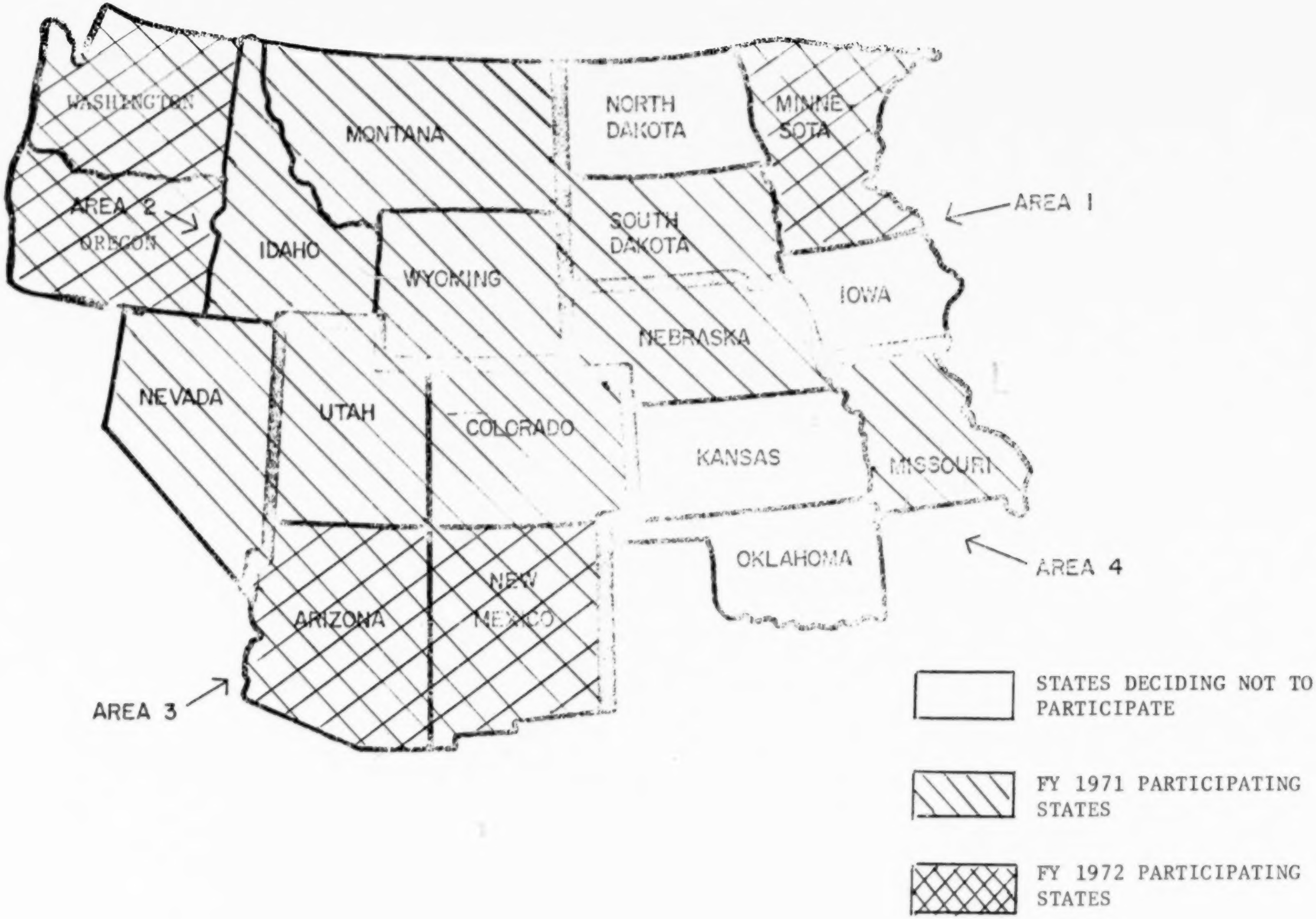
This section will be divided into two parts: community-level Project initiation in the first twelve participating states and results of community-level Project initiation in the final two participating states (Oregon and Washington). The latter part is necessary because the initiation strategy used in those two states varied from that used in the other states. Refer to Attachment 2.

Results of Community-Level Project Initiation in First Twelve Participating States

1. Project staff participated in 23 community meetings held in 25 communities in 12 states for the purpose of initiating Project Communi-Link in those communities.
2. Personnel from a variety of agencies and organizations were represented in the initial visits. For example, there were representatives from educational institutions, governmental agencies, religious groups, business, industry and voluntary associations.
3. The two communities that did not have community meetings were Taos, New Mexico and Fallon, Nevada. Individuals from those

Attachment 2

STATES ELIGIBLE FOR PROJECT COMMUNI-LINK


WASHINGTON
OREGON
AREA 2
MONTANA
IDAHO
WYOMING
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
MINNESOTA
AREA 1
IOWA
NEVADA
UTAH
COLORADO
KANSAS
MISSOURI
AREA 4
OKLAHOMA
ARIZONA
NEW MEXICO
AREA 3
STATES DECIDING NOT TO PARTICIPATE
FY 1971 PARTICIPATING STATES
FY 1972 PARTICIPATING STATES

communities met with Project staff in places outside the community. Diverse community representation was not present at these meetings.

4. Regardless of the context of the initial meeting or the representation, general concerns about local adult education programming efforts and general indicators of the degree to which interorganizational communication linkages existed and functioned to facilitate cooperative programming were assessed by Project staff. Such sessions allowed for informal assessment of baseline data on communities. In all cases, the groups discussed the Project's potential for assistance in their community.
5. In 16 of 23 communities visited by Project staff for initiation purposes, individual sessions were held with persons representing adult education and related organizations (average of 6 per community) to assess existing in-depth programming efforts by individual agencies.
6. In those 16 communities, formal visitation reports were written by Project staff to record individual agencies' perceptions of the extent to which interorganizational communication linkage systems were operating in their community. This report was presented to the community representatives.
7. Each of the 25 communities in 12 states expressed a desire to participate in Project Communi-Link as a result of the initiation visit.
8. Each of the 25 communities selected 6 representatives to participate in a workshop at CSU.

Results of Community-Level Project Initiation in Oregon and Washington

1. Of the 8 communities in the 2 states of Oregon and Washington who expressed interested in participating in Project Communi-Link as a result of the prior workshop experience (see Results of State-Level Project Initiation), 4 communities were visited by Project staff on local request, to meet with a larger group of community representatives for the purpose of legitimizing participation in Project Communi-Link.
2. In each of the 4 communities there was broad representation (see Results of Community-Level Project Initiation) at the meeting. The meetings were chaired by individuals in the communities who had already participated in the Project Communi-Link workshop and who had requested that Project staff attend the meeting.
3. The meetings proceeded similarly to those held in other communities (see Results of Community-Level Project Initiation in First Twelve Participating States, No. 4).
4. Three of the 4 communities visited expressed a desire to participate in Project Communi-Link.
5. Individuals from the remaining 4 of the 8 communities initiated visits with Project staff outside their communities. The 4 individuals had already participated in the PCL workshop and were interested in having their communities participate in the Project.
6. Three of these individuals returned to their communities and generated enough community interest to legitimize and support active involvement in the Project.

7. One of these individuals was unable to generate interest.
8. Six of the 8 communities in the 2 states who expressed interest in participating in Project Communi-Link ultimately became active participants.

CONCLUSIONS

Overall Success

The overall community-level Project initiation strategy and implementation of that strategy was highly successful. There were 33 communities in 14 states who expressed an initial desire to participate in the Project. Of these 33, 31 communities became active participating pilot communities.

Such highly positive results indicate that certain factors in the plans for initiation and in the approach to initiation were operating effectively. For example, as was described earlier, there were always interpersonal communications between Project staff and those individuals and groups who were to be the legitimizers of and active participants in PCL in their communities.

Effective Operational Factors

Initial visitation sessions were community-centered. The staff always began by asking the group or individuals to describe their program activities which were specifically designed to solve community and people problems. They were also asked to relate their perceptions of existing communication linkage systems among and between the organizations and individuals concerned with local programming. Ultimately, community people began to identify problems and concerns about programming and communications within their area and became aware of the need for effective solutions. At this point the groups usually asked Project staff for assistance in deriving these solutions.

Again, the staff did not pretend or even suggest that Project Communi-Link was a panacea for solving all community problems; however, they did indicate a willingness to assist in a process which would be beneficial to this end.

Project staff took an active step during their visits to initiate these problem solving processes. The visitation reports which were written by the staff and presented to the groups were expressions of observed differing philosophies of various individuals in the communities toward meeting the needs of the adult community, solving community problems, and the means by which needs could be met. These reports established valuable baseline data for the community and for the Project staff concerning programming to meet adult needs and existent or non-existent intercommunication linkage systems. Although the reports were written by Project staff, they reflected only the perceptions of the individuals visited in a particular community. The Project staff made no judgmental statements about the communities in the reports; the intent of the reports was to present only baseline data about some of the community problems, rather than to threaten communities or provide direction toward problem solution.

Project Staff as Change Agents

The Project staff, in their plan and approach to Project initiation in pilot communities, behaved as change agents. They were able to help community people identify their problems and become aware of the need to solve them. The staff further enhanced this awareness by using the visitation reports as visual proof that problems existed. Through this community-centered approach, Project personnel established themselves as willing and able to facilitate the communities' problem-solving efforts rather than to direct or dictate them. In addition to establishing a trust relationship with the communities, the Project staff exhibited potential assistance in identifying and solving problems. Therefore, when communities were asked to express their intentions in relation to participation in the Project, they responded positively and took, in most cases, immediate steps to become actively involved.

IMPLICATIONS AND RECOMMENDATIONS

1. The initiation of a new idea should be well planned. Strategies should be devised which include explicit intentions and approaches to be used.
2. Initiators should be sensitized to possible approaches to be employed when introducing a new idea.
3. Personal contact and interpersonal communication should be used to initiate a new idea.
4. Those approaches which allow community people as adapters to initially identify or become aware of problems that might be solved through adoption of new ideas should be employed.
5. Both informal and formal means of communication such as discussion sessions and visitation reports should be used to increase the adopter's awareness of the relationship between the problem and the new idea.
6. A concrete step whereby the adopter can act toward using the new idea to potentially solve a problem should be provided for in initial contacts.

STATES AND COMMUNITIES PARTICIPATING IN PROJECT COMMUNI-LINK

- ARIZONA
  - Bisbee
  - Somerton/Cocopah
- COLORADO
  - Cortez
  - Sterling
- IDAHO
  - Blackfoot
  - Coeur d'Alene
- MINNESOTA
  - Aurora-Hoyt Lakes
  - Crookston
- MISSOURI
  - Chillicothe/Trenton
  - Farmington Area
- MONTANA
  - Flathead Reservation Area
  - Miles City Area
- NEBRASKA
  - Columbus
  - Morrill County Area
- NEVADA
  - Elko
  - Ely
  - Fallon
- NEW MEXICO
  - Taos
- OREGON
  - Astoria
  - Coos Bay
  - Newport
  - Ontario
- SOUTH DAKOTA
  - Lead/Deadwood
  - Wagner
  - Watertown
- UTAH
  - Price
  - Vernal
- WASHINGTON
  - Port Angeles
  - Wenatchee Area
- WYOMING
  - Rock Springs
  - Torrington

STATE INSTRUCTIONAL CONSULTANTS

INTRODUCTION

A final objective in the initiation component of the Project was to identify resource people within each state* to assist pilot communities and states in the community-wide program development process. These resource people, in their role of "State Instructional Consultant," were to serve as liaisons between pilot communities and states and Project headquarters at CSU, and were to supplement the instructional-consultative efforts of the CSU-based staff. Additionally, the intent was that the Instructional Consultant (being a resident of a pilot state and employed in a permanent capacity by a local or state-level agency) would provide continuity and on-going motivation to pilot areas.

Attempts were made to identify people with permanent job responsibilities that would be complementary to the work of a State Instructional Consultant (SIC). The SIC's were to maintain their permanent positions, with Project-related expenses and a small portion of their time to be financed by the Project, so that support of their positions would not be dependent on Project Communi-Link. It was the intent of the Project that such an arrangement would serve to enhance the on-going efforts of the individuals selected, as well as to enhance the on-going efforts of the agencies in which they worked. More specifically, it was the intent of the Project that the SIC's and their various agencies would provide impetus to the "Communi-Link process" during the three years of Project operation as well as following Project termination.

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*The first year Project Communi-Link proposal suggested that teams of two Instructional Consultants be identified to work in a 4-state area. Initial discussions with State Directors of Adult Education and Cooperative Extension indicated that it would be more desirable and effective to have Instructional Consultants based within each of the participating states. Therefore, it was decided early in the first funding year to secure the services of state-level and/or community-level Instructional Consultants in each pilot state. These consultants were called State Instructional Consultants (SIC's), regardless of whether they held state- or community-level positions.

DESCRIPTION

Identification Strategy

To accomplish the task of identifying SIC's, the Project enlisted the aid of the State Directors of Adult Education and Cooperative Extension in the pilot states. In some cases, the SIC's identified were employees of a state-level agency and did not reside in pilot areas; in other cases, the Consultants identified were residents of pilot communities. A few examples of the types of permanent positions the SIC's identified held include: Cooperative Extension Community Resource Development Specialist or Field Agent; Community Action Program Coordinator; Adult Education Coordinator (state or local); and Vocational Education Coordinator (University).

During the first year of the Project, nine states became actively involved in Project activities. Of these nine states, Instructional Consultants were identified in eight. The CSU-based Project Communi-Link staff was to serve its home-based State of Colorado. Of the five states that joined the Project the second year, three identified SIC's. The remaining two states (the last to join Communi-Link) chose not to identify SIC's.

Financial Compensation

During the first Project year, each state was allocated $6,000 for expense and time compensation for SIC(s); $5,000 was allocated during the second Project year, and $1,000 during the third year. In cases where more than one SIC was identified in a state, the contract monies were equally divided between them. It was hoped that increasing commitment in terms of increased resource allocation for the implementation of the Communi-Link process on the part of individual SIC's and their employing agencies, would supplement the decreasing financial commitment of Project Communi-Link to the participating states for SIC expenses and time. Related to this, the decreasing expenditure of Project funds for SIC's was consistent with the Project's plans for gradual disengagement from pilot areas.

RESULTS

Overall Impact of SIC's

It was apparent that community-wide programming efforts were substantially enhanced in those cases where SIC's made frequent visitations to or within pilot communities for the purpose of providing instructional-consultative assistance and maintained close communications with CSU-based staff. In approximately 50 percent of the cases, the SIC's were felt to be fulfilling these two primary tasks. Additionally, the CSU staff anticipates that in several cases the individual SIC's and/or their employing agencies will provide continued support for community-wide programming efforts following Project termination.

The lack of task fulfillment and assurance of perpetuation of Communi-Link concepts on the part of some SIC's appears to be related to the identification and training of SIC's. More specific results are reported below.

Results of SIC Identification Procedures

Over the three-year operation of Project Communi-Link, a total of 26 SIC's were employed in 11 of the 14 states. The number of SIC's employed by the Project fluctuated from year to year, due to resignations because of job transfers, etc.

Of the total of 26 SIC's, 12 were from community-level agencies in pilot areas; the remaining 14 worked in state-level agency positions and did not reside in the pilot community. During its final year of operation, Project Communi-Link employed a total of 18 SIC's in 11 states. In 7 of the 11 states there were 2 SIC's, in 4 of the 11 there was 1 SIC.

The selection of SIC's did not involve a formal screening process. Because of the Project's desire to secure the services of a person who would remain in the state in a capacity that might allow him to help perpetuate the concepts of Communi-Link and the Project staff's initial unfamiliarity with the various pilot states and communities, the Project depended heavily on the State Directors of Adult Education and Cooperative Extension to assist in the identification of SIC's. In many cases, the SIC's were selected in a rather arbitrary manner. State or local Adult Education or Cooperative Extension personnel were asked to fulfill the function of the SIC. Assumptions were made that those persons serving in roles closely related to that of the SIC would view their work as SIC's complementary to their regular work responsibilities.

As the situation evolved, the Project found that some SIC's exhibited limited commitment to the concepts of community-wide program development and the activities of Project Communi-Link. In some instances this lack of commitment was related to a lack of interest and commitment on the part of the State Instructional Consultant's permanent job supervisor(s). In these cases, supervisors did not view community-wide programming activities of the SIC as enhancing their regular work responsibilities. The SIC was expected to engage in community-wide activities after his "regular" work-related tasks were completed. Additionally, the Project found the level of commitment on the part of some SIC's to be directly related to the amount of financial compensation provided to the individual--i.e., commitment was equated with dollars.

The first-year decision in the State of Colorado that Project Communi-Link CSU-based staff would serve the two Colorado pilot communities proved ineffective, particularly since no one staff member was identified to serve as the key contact person for the two areas. Fewer contacts were made in the Project's home State of Colorado during FY 1971 than in any other state. This was remedied during the Project's second year of operation by assigning a CSU-based staff member primary responsibility for the two Colorado communities. During FY 1972 and 1973 the Colorado communities received considerably more attention.

In the states of Washington and Oregon, the final states to join the Project and whose participation was based on community-level impetus and interest, it was decided that a different approach to the SIC situation was appropriate. In these two states the Project staff, along with state agency representatives, worked directly with the communities. The staff was on the look-out for individuals in each pilot area who might serve, informally, as committed facilitator-liaisons. This approach was relatively successful; in over 50 percent of the cases, a person emerged within a six-month period who appeared to fit the role, both in the eyes of the Project and in those of the community.

Results of SIC Training

The first pre-service training session for SIC's was held in February, 1971. Nine newly hired SIC's were in attendance at the two-day session, along with the CSU-based Project staff. Discussions were held on Project philosophy and intents. In addition, the SIC's experienced MICROVILLE, the simulation gaming device in community-wide program planning. The session was deemed helpful by both new SIC's and CSU-based staff. However, the short duration (two days) of the session, due to permanent job responsibilities of SIC's, precluded time for in-depth planning.

The second pre-service training session for new SIC's was held in October 1972. Three new SIC's were in attendance at the session, along with two newly hired CSU-based Project professional staff and five new Graduate Research Assistants. The session was conducted by CSU-based staff members, each of whom was responsible for a different segment of the training. The agenda for the two-day session was as follows:

- Project rationale and philosophy
- Project intents and means
- The role of the SIC
- MICROVILLE - what it is, how it works
- What next in communities? Follow-up strategies
    - Needs and resource assessment assistance
    - Consultative assistance to community council
    - Communi-Link special workshop capabilities
    - Project Communi-Link traveling showcase of adult education resource materials
- Project evaluation

It is apparent by the extensive agenda for the second pre-service session that the CSU-based staff, based on two years of experience, was able to provide considerably more concrete training experiences for the participants. The session was deemed extremely thorough and helpful by new SIC's, as well as by the new CSU-based staff.

All SIC's hired participated in MICROVILLE - some during workshops held at CSU and others during workshops held in communities, dependent on the time they entered the Project. The MICROVILLE experience was suggested as an early training opportunity for the SIC's.

State Instructional Consultants who were hired between February 1971 and October 1972 did not participate in two-day orientation/pre-service training sessions at CSU. The Project found it unfeasible to schedule such sessions during that period inasmuch as those SIC's joined the Project at varying times. Pre-service orientation for these SIC's was conducted on an informal, rather haphazard, person-to-person basis via visitations, phone contact and mail.

Nine "Roundtable Sessions" were held between May 1971 and May 1973. The sessions were attended by SIC's and CSU-based staff. While the agenda for each session varied, there was generally time for cross-sharing of SIC observations, progress and problems; and discussion of plans for the next three to six months. Early sessions were deemed helpful by SIC's, particularly since the group felt the challenge and excitement of a new Project. A sense of esprit de corps was developed during those early sessions. As the Project expanded and the number of SIC's and CSU staff members increased, it became more difficult to (1) schedule sessions at times mutually convenient to all; (2) develop agenda items of interest to the members of the group; and (3) engage in meaningful cross-sharing. The CSU staff surveyed the SIC's in relation to their concerns and agenda suggestions prior to Roundtable Sessions on several occasions. Those meetings deemed most valuable involved breaking the group into small group problem solving sessions, with each group addressing specific problems of concern to them. Examples of such sessions are: initiating community interest and involvement, maintaining community involvement, community council organization and structure, identifying and developing positive relationships with community influentials, and assisting communities in needs and resource assessments. Colorado State University-based staff members and special consultants to Project Communi-Link served as discussion leader/resource people during these problem solving sessions.

On several occasions, representatives from pilot areas which did not have SIC's were invited to attend and participate in Roundtable Sessions or other special meetings at Project expense. In addition, in those areas which did not have SIC's, CSU staff members provided informal training to leader-liaison persons via personal visitations, phone and mail.

Perhaps the training deemed most effective by SIC's and CSU staff was that which took place in the field. As previously mentioned, attention was directed at "on-the-spot" in-service training during field visitations in the third Project year. On several occasions, individual CSU staff members and special consultants scheduled full-day visitations with individual SIC's, for the purpose of identifying concerns, exploring ways in which these concerns might be dealt with, and making suggestions of potential resources that might be applicable. These sessions were deemed successful inasmuch as they offered opportunity for in-depth discussion and analysis of situations and concerns on a one-to-one basis.

CONCLUSIONS

1. It is the feeling of the staff that the concept underlying the position of the SIC is sound. In those communities which

exhibited the greatest degree of progress in the area of community-wide programming, there were one or more persons, locally, who served as "facilitator-liaisons." In some cases, the person who served in this capacity was officially identified as an SIC contracted by the Project. In most cases, however, these persons emerged as local situations evolved.

2. It is the feeling of the staff that the strategies used to identify and operationalize the "facilitator-liaison" concept were less than desirable. It appears as though it would be more effective over the long run to allow time for persons who fulfill the facilitator-liaison role to emerge in communities and states, rather than hiring persons who might fit the role and be able to accomplish the tasks. For most lasting effects, it appears particularly important that this person(s) be viewed and accepted as a "facilitator-liaison" in the eyes of the community in which he lives and works.

3. Related to the strategies used by Project Communi-Link to operationalize the SIC concept, it is the feeling of the staff that monetary incentive in the form of personal compensation for time is not a critical element. This statement can be related to the idea of allowing "facilitator-liaison" types to emerge in the eyes of the community (i.e., personal commitment and support by community, rather than external incentive in the form of financial compensation).

4. While the Project has not thoroughly researched the problem, it would appear as though SIC's who were viewed by the communities

and the Project to be fulfilling the "facilitator-liaison" role and were permanent residents of pilot communities tended to be more effective in community-level activities than did those who did not reside in the pilot communities. Supporting rationale for this statement is as follows: in-resident facilitator-liaisons were more familiar with the local situation and people; in-resident facilitator-liaisons were able to maintain closer and more frequent liaison relationships with community people than were those who did not reside in the communities; being permanent residents of pilot areas, in-resident facilitator-liaisons appeared to exhibit greater concern and commitment to work in their community; and inasmuch as their permanent jobs allow them to remain in the community, the opportunity for continued support and perpetuation of community-wide programming concepts and tasks by in-residents is greater.

5. In contrast, the CSU staff would tentatively hypothesize that those individuals who represent state-level agencies are more effective in "facilitator-liaison" activities at the state level. (Note: initial Project strategies called for support from state-level representatives of adult education and Cooperative Extension. Third year Project objectives included work toward the development of State-Community Assistance Networks (SCAN), where community and state-level representatives from a variety of agencies would work cooperatively on program planning concerns. Explanation of SCAN appears later in this report. Supporting rationale for the tentative hypothesis is

similar to the rationale supporting the idea of "in-residence" facilitator-liaison at the community level, i.e., familiarity with situations and people, frequent contact, etc.)

6. It was the experience of Project Communi-Link that those SIC's who possessed and exhibited the personal qualities of empathic understanding, genuine concern, and positive, acceptant attitudes were most able to successfully assist pilot areas.

IMPLICATIONS AND RECOMMENDATIONS

The effective facilitation of change is of major concern to change agents (individuals, agencies, institutions) involved in a variety of change efforts. More specifically, concerns are frequently voiced about means that might be utilized to develop and maintain effective relationships between the change agent and the client system. Due to the size, nature and scope of the Project, Communi-Link was concerned with identifying and supporting persons who might serve in the "facilitator-liaison" position and thus enhance change agent-client system relationships, in order that maximum progress might be achieved in the area of community-wide program planning.

Based on the experiences of Project Communi-Link, the Project staff would recommend that others interested in similar concerns consider the following suggestions:

1. Allow a person who fits the facilitator-liaison role, in the eyes of the client system, to emerge.
2. In community-level activities, make attempts to identify the facilitator-liaison from within the community; in state-level activities, make attempts to identify the facilitator-liaison at the state level.

3. Once such a person has emerged, provide encouragement and support in the form of frequent communication and specialized training experiences based on situations encountered in the client system which indicate training needs.
4. In a project such as Project Communi-Link, the identification of training needs/interests and the design of experiences to meet these needs could be accomplished in a variety of ways. The method(s) selected would be dependent on appropriateness to the particular situation, budgetary and time constraints, etc. Local situations can be analyzed and training needs and interests of the "facilitator-liaisons" can be identified during on-site visitations and via phone conversations and personal correspondence. Early in the relationship, it would seem most desirable to select the on-site visitation alternative, in order to allow for the development of positive interpersonal relationships (rapport, trust, openness, honesty, etc.); and understanding of the local situation, based on first-hand observation by the staff member. Over a period of time, less frequent visitations might be supplemented by more frequent phone calls and letters.

   Training needs might be met in a variety of ways. In some cases the staff member can informally address training needs during visitations and via phone and letter contact. In other cases, the Project might develop specialized workshops to address the training needs/interests of the "facilitator-liaisons." In still other cases, the staff might identify resources external to the Project, such as outside experts, special seminars, short courses, etc., that address the training needs of the "facilitator-liaisons."

5. Based on the experiences of Project Communi-Link, the staff recommends that monetary incentive for "facilitator-liaisons" be kept at a minimum. The staff would suggest that financial resources be allocated to provide for problem identification, the identification of training needs, and training sessions. It is suggested that financial support (travel, per diem, registration costs) be provided in order to make it possible for the "facilitator-liaisons" to attend and participate in such sessions.

MICROVILLE WORKSHOPS AS TRAINING STRATEGY

DESCRIPTION

Project Communi-Link process objectives 1 and 2 state that each pilot community will establish an interorganizational communicative linkage system, and that each Project state will establish a mutual State-Community Assistance Network (SCAN). These objectives are based on the assumption that members of pilot communities and state agencies have knowledge of a community-wide program planning process. To teach this process to large numbers of people, the Project used a simulation game called MICROVILLE.

Simulation Gaming

Simulation gaming devices have several advantages over more traditional forms of learning situations. Some advantages are:

1. Time is compressed.
2. Processes can be experienced.
3. Creativity without expense--new ideas may be tried.
4. Freedom to make mistakes is fostered.
5. Awareness of group interaction is created.
6. Freedom to explore new behavior in role-playing situations is facilitated.
7. Personal growth through integration of knowledge, feelings, and actions is promoted.
8. Participant interest and motivation are usually high.

There are some disadvantages, also, to simulation gaming devices. They are not exactly lifelike because real situations can only be approximated. They are sometimes frustrating in that time must be compressed, and they may tend to oversimplify problems or solutions. But in spite of the disadvantages, experience learning tends to be retained and transferred to life situations better than other types of learning.

Microville

The game of MICROVILLE was invented by Dr. John C. Snider, Co-Director of Project Communi-Link, before he joined the Project and while he was a graduate student at Florida State University. Although Dr. Snider holds a copyright on MICROVILLE, he made the game available as a training tool for use by the Project.

The MICROVILLE game consists of a large board upon which are hung cards containing information describing agencies and citizens in a town of 85,000 people. Cards are color coded denoting various kinds of data, such as policy information, resources (financial, human, facilities, equipment, and software), client descriptions, and present programs and activities. Additional community data is contained in local newspapers, a MICROVILLE radio news broadcast, and tables and figures conveying information on surveys. A photo of the MICROVILLE simulation game appears in Attachment 1.

A strategy booklet telling how to play the game and a descriptive booklet accompany the game. The game plan contains five cycles: Philosophy, Needs and Wants, Objectives, Implementation, and Evaluation. These cycles compose the Program Development Model displayed in Attachment 2. A minimum of 10 hours is needed to play the game. Objectives are given for each portion of the game, and questions are furnished for self-evaluation of the process and the products of each cycle.

In addition to the regular five cycles, a "What Is?" session may be used at the beginning of the game, during which participants recall the adult education opportunities available in their communities. At the end of the game a "What's Next?" session may be used to stir creative thinking about what should be done in local communities to improve community-wide program planning for adult education or community improvement.

Workshop Use of Microville

The mythical town of MICROVILLE contains many of the wants, needs, problems, and resources found in Project pilot communities. The game was originally designed to teach a process of community-wide program planning for adult education. It has since been modified for broader use in community development. For this purpose, a MICROVILLE II strategy was written and additional information was included in the game itself. Other modifications to the game were a strategy written at a lower reading level (about 6th grade) and translation of the strategy and game books into Spanish.

Participants assume roles as members of an adult education or community improvement council in the town and go through a series of program-planning steps outlined in the Program Development Model. The Mayor of MICROVILLE directs the council in its labors, assisted by a City Manager and facilitators acting as councilmen. See Attachment 3 for identification of council positions.

Seventy-five MICROVILLE workshops have been held in 14 Project states, training approximately 4,440 citizens and state leaders. Of this number, about 2,100 attended 35 workshops in 29 pilot community areas. In addition, 13 MICROVILLE workshops were conducted in states outside the

Project area on a cost-sharing basis as part of the diffusion effort. Thus, a total of 88 MICROVILLE workshops were held, training about 5,280 persons. Locations of these workshops are shown on Attachment 4.

Persons attending the workshops have represented a broad cross section of local populations: public schools, community colleges, university and Cooperative extension, employment, health, welfare, vocational rehabilitation, vocational-technical schools, churches, community action, Headstart, Manpower programs, unions, business and industry, public and private utilities, radio, newspaper and television, Chambers of Commerce, boards of education, planning commissions, adult education associations, elected officials (mayors, county commissioners, senators and representatives), service clubs, libraries, Bureau of Indian Affairs, youth organizations, senior citizen groups, adult students, and interested laymen and women.

The intent of these training exercises was to furnish the citizens of pilot communities, agency heads, and state officials with a process model for program planning which could be used in their own areas to develop a philosophy of adult education or community improvement, discover their needs and wants, and marshall resources and plan programs to solve their problems. In the learning of the process, skills were developed in interpersonal relations, small group interaction, and the concept of communication linkages among agencies and individuals in a community.

Training Core Groups

Pilot communities entering the Project during the first two years were invited to choose six representatives to attend MICROVILLE workshops at Colorado State University, Fort Collins, Colorado. Three such workshops were held in March and April 1971, and January 1972. A three-state

Attachment 1

SIMULATION GAME, MICROVILLE

PROJECT COMMUNI-LINK
Colorado State University

Attachment 2

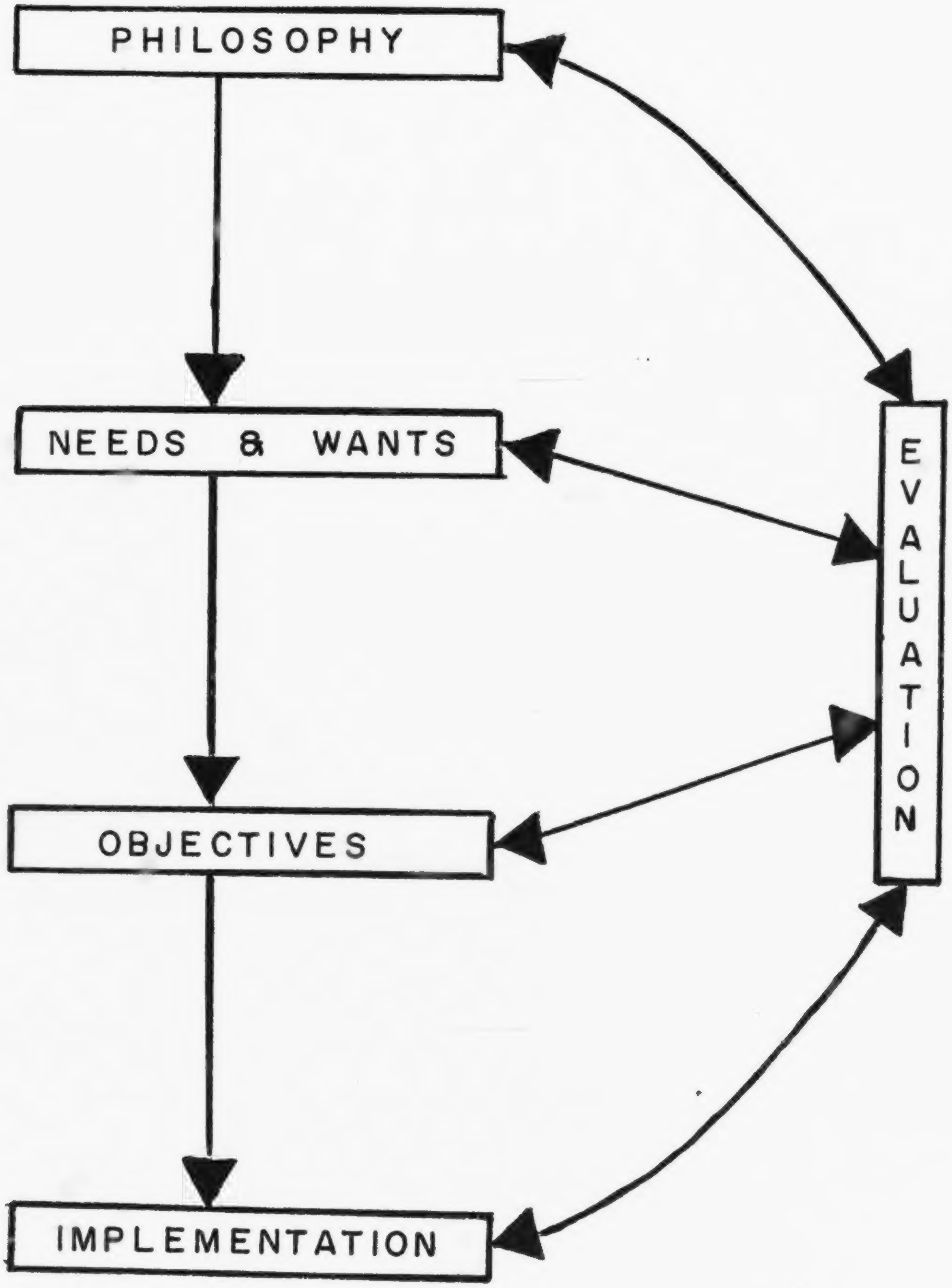
PHILOSOPHY
NEEDS & WANTS
OBJECTIVES
IMPLEMENTATION
EVALUATION

Figure 1. Instructional Model (Community-Wide Program Development Process)

Attachment 3

Microville
Council Positions

1. Director, Office of Continuing Education Community College
2. YMCA Director
3. Minister of large Baptist Church
4. Extension Agency Director
5. Director, Public School Adult Education
6. Microville Health Center Director
7. Ass't. Director, Vocational-Technical School
8. Director of the Local Library

Microville II
MICROVILLE COMMUNITY IMPROVEMENT COUNCIL

Planning Director: ____________________

School Superintendent: ____________________

Minister: ____________________

Businessman: ____________________

Welfare Director: ____________________

Parks & Recreation Dir: ____________________

Layman: ____________________

Extension Agent: ____________________

Attachment 4

PROJECT STATES

LOCATIONS OF MICROVILLE WORKSHOPS

(Project pilot communities are underlined and the number of workshops is shown in parenthesis)

ARIZONA	Bisbee (1)
COLORADO	Cortez (1), Sterling (3), Walden (1), Denver (4), Montrose (1), Alamosa (1), Colorado State University (12)
IDAHO	Coeur d'Alene (1), Blackfoot (1), Twin Falls (1), Kellogg (1), Regional Extension (4) in Boise, Twin Falls, Pocatello, and Moscow
MINNESOTA	Aurora-Hoyt Lakes (1), Crookston (1), Bemidji (1)
MISSOURI	Trenton (1), Farmington (1), Sikeston (1)
MONTANA	Flathead Area (1), Miles City (1), Bozeman (1)
NEBRASKA	Columbus (2), Bayard (1), Seward (1), Governor's Regional Manpower Planning Councils (5) in Beatrice, Grand Island, Scotts Bluff, Norfolk, North Platte
NEVADA	Ely (2), Elko (1), Fallon (2), Reno (1)
NEW MEXICO	Taos (1)
OREGON	Portland (1), Astoria (1), Newport (1), Coos Bay (1), Ontario (1)
SOUTH DAKOTA	Watertown (1), Lead-Deadwood (2), Wagner (1)
UTAH	Cedar City (1), Vernal (1), Logan (1)
WASHINGTON	Wenatchee Area (2) in Sun Mountain and Camp Field, Port Angeles (1)
WYOMING	Torrington (1), Rock Springs (1), Laramie (1)

Total of 75 MICROVILLE workshops within Project area. Average attendance 60. Workshops in pilot communities 35.

Attachment 4 Continued

NON-PROJECT STATES

MICROVILLE-DIFFUSION EFFORT WORKSHOPS (Cost Sharing)

ALASKA	Juneau (1)
FLORIDA	Tallahassee (1)
ILLINOIS	Marion (1)
NORTH CAROLINA	Raleigh (1)
OHIO	Columbus (1)
SOUTH CAROLINA	Columbia (1)
TENNESSEE	Knoxville (2)
VIRGINIA	Blacksburg (1)
WISCONSIN	Madison (2) Rhinelander (1) The Dells (1)

Total of 13 MICROVILLE-diffusion effort workshops in non-Project states.

Grand total MICROVILLE workshops, 88.

workshop serving Oregon, Washington, and Alaska was held in April 1972 in Portland, Oregon. In these four workshops approximately 385 community members, State Instructional Consultants, and agency administrators were trained in community-wide program planning.

As these core groups of citizens and local leaders returned home, many felt the need to help train others in their towns. Requests for locally based MICROVILLE training sessions came to Project headquarters, and Project staff responded by planning and conducting 35 local pilot community MICROVILLE workshops, using core group members as game facilitators and organizers. (In some communities more than one workshop was held.)

RESULTS OF MICROVILLE TRAINING

Pilot Community Results

Equipped with this training in program planning, pilot community groups began to analyze the local situations, and many carried through all or part of the steps of the MICROVILLE program development model in their own communities. A number of communities formed councils or reorganized existing councils to include broader representation of all segments of their populations. Some communities conducted resource surveys or needs assessments as preliminary steps to planning community-wide adult education or community improvement programs. See Attachment 5 for more complete information on these results.

State and Local Results

Other positive outcomes enhanced by MICROVILLE training include:

1. Requests for workshops to meet specific needs, such as ABE

teacher training, recruitment and motivation of adult students, interviewer training, and consumer education.

2. A work incentive secretarial program was established in Cortez, Colorado.
3. Seminar classes are now offered in Sterling, Colorado.
4. In Missouri, enrollment increased in ABE courses in the Farmington area from 135 to 334; class locations increased from one to five; new courses are offered in driver education, veterans' post-high school auto mechanics and building trades, and in basic consumer education serving 50 families; increased communication linkages and cooperative efforts exist among Mineral Area College, University of Missouri Extension Division, Lead Belt Area Vocational Technical School, Southeast Missouri State University, nine high school administrators, OEO, Welfare, County Health Departments, industry, Employment Security, state parole officers, Missouri Department of Education, and the Farmington State Hospital.
5. In Bisbee, Arizona, the experience of a MICROVILLE workshop is being relied on heavily in the initial study/organizational phase of establishing community education. A Mott Foundation intern has been assigned to the Bisbee school system to work with the community in exploring needs, available resources, alternative approaches, and means of implementation for a community school in Bisbee. In addition, several community-wide workshop/conferences have been held in Bisbee, including a community industrial development workshop and a conference on community education.

6. Adult Basic Education programs were established on an Indian reservation near Elko, Nevada.
7. Needs assessment of senior citizens in Aurora-Hoyt Lakes, Minnesota, has been conducted.
8. Day care centers were established in Columbus, Nebraska.
9. A previously unsuccessful bond issue was passed in Taos, New Mexico, insuring construction of a new junior high school.
10. An attitude survey for industrial development in Torrington, Wyoming, was completed.
11. Improved relations between Indian communities, Anglo and/or Spanish population segments have been noted in Somerton, Arizona; Taos, New Mexico; and Flathead area, Montana.
12. A one-year plan and a five-year plan for adult education were developed in Ely, Nevada.
13. In the State of Utah, increased communication linkages were established among the Governor's Office (Division of Local Affairs), State Department of Adult Education, Department of Social Services, university extension, the Councils of Government, and the Employment Service.
14. In the State of Idaho, increased cooperation was fostered between state agency administrators (Planning, Extension, and Adult Education) and local leaders.
15. In the State of Wyoming, communication linkages were enhanced among local, regional and state levels of the Agricultural Extension Service, adult education, and university extension.
16. In the State of Nebraska, 275 new types of linkages were accomplished.

17. In Fallon, Nevada, a needs survey was completed and ABE enrollment has increased 30 percent over last year. Adult diploma class enrollment has increased 25 percent in a year.

18. In the community of Blackfoot, Idaho, ABE programs in Districts 52 and 55 have been consolidated under a part-time director, allowing new classes with larger enrollments. Enrollment in "Street Spanish" and small engine repair has doubled over the last year. A health information series is offered every other month with about 300 participants at each meeting. There has been increased public awareness of adult needs, and agencies have been brought together and are handling referrals more effectively. The Idaho Migrant Council began announcing in Spanish the availability of adult classes. Adult educational services within the region were compiled. The Adult Education Council has established a philosophy statement to guide their efforts. United Community Services Project LOVE developed from the stimulation of MICROVILLE and indirectly supports the adult education effort. The State Hospital South has enrolled some of their patients in ABE classes. A one-page resource directory has been prepared to reach low income audiences. Adult Basic Education programs have been extended to the Bonners Ferry community and 35 full-time students have enrolled. A GED program has been established for Harmony Heights Shelter Home in Coeur d'Alene, and four GED's have been granted this year; GED tests given increased in one year from 140 to 300.

19. In the Flathead Reservation Area there has been some degree of communication established among people who represent adversarial

> positions. Major problems of the area have been identified and alternative opportunities discussed. Problems of aging have been concentrated on and four new Senior Citizen units were organized. A senior citizen educational workshop was held in Ronan and a Senior Citizens' Council was formed. Coordinating councils were formed in five of the seven communities in the area. A series of public forums was held on revenue sharing. A community continuing education program is planned to center around economic and social development and growth, along with cultural enrichment.

In spite of the impressive positive results discernable from MICROVILLE training in most pilot communities, there were three towns in which few, if any, tangible outcomes can be cited. In these areas it was observed that the power structure was extremely conservative and/or agency heads were exhibiting protectionism or guarding small empires, making change difficult.

CONCLUSIONS

The simulation game of MICROVILLE has been an extremely effective and efficient tool for teaching program development to large numbers of people. Because it is process oriented rather than product oriented, the experience leaves the participant with a workable, non-threatening system for taking positive action to improve adult education opportunities and/or community development in his own community. This system or process will remain available for use long after Communi-Link has ceased to exist as a funded project. MICROVILLE as a training tool has made possible the necessary conditions for accomplishing the Project objectives of establishing interorganizational communication linkage systems in communities and State-Community Assistance Networks in Project states.

Enhancers to Success in Training

Among the many enhancers to success in training were:

1. The availability of a pertinent simulation game, MICROVILLE.
2. A staff trained in administering the game and in leading large and small group discussions.
3. Attractive overlays designed to instruct in various cycles of the game.
4. Dedicated and talented secretaries to handle travel arrangements, design and printing of booklets, programs, etc., necessary correspondence, and logistics (distribution of game boards and equipment).
5. Local facilitators previously trained in the use of the game.
6. Convenient and adequate physical facilities or meeting rooms.
7. A dependable supply of equipment in good working order (transportable public address system with mobile mike, overhead projector with screen, Sound-A-Matic recorder).
8. The positive mind set of participants as a result of personal interest and sufficient build-up from news releases and word of mouth. For example, in Ely, Nevada, local interest in planning a comprehensive career education program was strong, providing high motivation for the workshop.
9. Wide representation of community leaders, agency heads, and lay citizens in the participant group, plus support from state leaders.

10. Involvement of local news media.
11. Efficient pre-planning by local coordinators (obtaining secretarial help for reproducing game products, supplying the equipment and software needed for turning out the products, recruitment, room arrangements, etc.).
12. Participants with some experience in small group work.
13. Sufficient scheduling time to permit the meeting room to be arranged and equipment tested in advance of the meeting hour.
14. Arrangement of tables and game boards to allow for freedom of movement of participants and non-interference from the noise level of adjoining tables.
15. A staff travel schedule arranged to permit adequate rest before beginning the workshop.
16. Game instructions written in a low reading level (6th grade).
17. Group meals as part of the workshop.
18. "What Is?" in the area or community, and "What Next?" group discussions at the beginning and end of the workshop; "What Next?" portion handled by respected local leader.

Impeders to Success in Training

1. Failure of local coordinators to carry out advance preparations of obtaining facilities, arranging furniture and equipment.
2. Failure of local coordinators to recruit interested participants.
3. Homogeneous groups of participants, not representing varied agencies and/or cultures in a community.
4. Forced participation by orders from top level of administration

to agency personnel. Training should be in response to a felt need or interest of the participants.

5. Lack of adequate time to play the game, resulting in too high a level of frustration.
6. Staff travel on too tight a schedule, causing fatigue of staff and resulting in a lack of enthusiasm displayed during the workshop.
7. Failure of participants to attend all sessions of the game.

IMPLICATIONS AND RECOMMENDATIONS

Applicability

Simulation games such as MICROVILLE, which permit experience learning of skills and processes, are excellent resources for training large groups of people of any educational level and of various ethnic backgrounds when instructions are phrased in language appropriate to the audience. The multiplier effect can be applied using core group training methods. Training attempts should come as a result of interest or needs expressed by the target group. Forced attendance or attendance by supervisory mandate causes motivational problems, resentment, and lack of transfer of the process to real life. Use of "What Is?" and "What Next?" phases promotes this transfer of knowledge. Without this aid, some participants may not be able to see applicability of the process to their own community. The model of program development used in MICROVILLE can be applied to many areas other than education or community improvement. The same concepts can be used at activity levels, agency or institutional levels, or community levels.

Follow-up Assistance

Follow-up assistance and consultative services within the communities should be included in the design of a learning process for community change. Supplementary publications dealing with such skills as interviewing techniques and survey planning are necessary to assist groups in applying the concepts of the game to local situations.

Attachment 5

COMMUNI-LINK PILOT COMMUNITIES WHICH FORMED OR REORGANIZED COUNCILS FOLLOWING MICROVILLE

Bisbee, Arizona
Cortez, Colorado
Sterling, Colorado
Blackfoot, Idaho
Coeur d'Alene, Idaho
Aurora-Hoyt Lakes, Minnesota
Crookston, Minnesota
Flathead Area, Montana
Miles City, Montana
Columbus, Nebraska
Elko, Nevada
Ely, Nevada
Fallon, Nevada
Taos, New Mexico
Coos Bay, Oregon
Ontario, Oregon
Lead-Deadwood, South Dakota
Wagner, South Dakota
Price, Utah
Vernal, Utah
Wenatchee Area, Washington
Sweetwater County, Wyoming
Torrington, Wyoming

COMMUNITIES WHICH CONDUCTED RESOURCE SURVEYS FOLLOWING MICROVILLE

Cortez, Colorado
Sterling, Colorado
Blackfoot-Snake River, Idaho
Coeur d'Alene, Idaho
Scottsbluff, Nebraska
Rock Springs, Wyoming
Torrington, Wyoming
Crookston, Minnesota
Vernal, Utah
Coos Bay, Oregon

COMMUNITIES WHICH CONDUCTED NEEDS ASSESSMENTS FOLLOWING MICROVILLE

Aurora-Hoyt Lakes, Minnesota
Chillicothe-Trenton, Missouri
Farmington, Missouri
Flathead, Montana
Miles City, Montana
Columbus, Nebraska
Scottsbluff, Nebraska
Elko, Nevada
Ely, Nevada
Fallon, Nevada
Lead-Deadwood, S. Dakota
Wagner, S. Dakota
Watertown, S. Dakota
Price, Utha
Rock Springs, Wyoming
Torrington, Wyoming

In the State of Wyoming the following results, at least partially attributable to MICROVILLE training, have been noted:

1. Saratoga - 25 participants representing adult education, university and Cooperative extension, foods and nutrition, vocational education, welfare, senior citizens, and other facets of education and service for adults as well as geographic and population centers of Wyoming met to identify common problems and solutions to better serving the needs of adults.

2. Cheyenne - 32 participants, aides, and teachers serving community needs through learning centers supported by the Community College and by Model Cities worked together to better understand and utilize the available resources to serve minority and underprivileged individuals in the community.

3. Torrington (pilot community) - a Teacher Education Workshop in ABE for regular teachers, aides and volunteers was conducted.

4. Casper - 72 attended a statewide Adult Education Conference on recruiting and utilizing community resources for ABE programs.

5. Laramie - 104 university and Cooperative Extension workers, representing all 23 counties, were trained in adult education and community services through MICROVILLE.

6. Rock Springs (Sweetwater pilot community) - 42 community leaders and Community College personnel were acquainted with innovative approaches to community-wide planning and programming.

7. Communication linkages were established among 33 organizations in the Sweetwater community and 100 organizations and agencies in Torrington.

8. Minority community service specialists were hired for recruitment and program development for minority groups.

9. Veteran Out-Reach were used in other communities in the state, resulting from a pilot community example.

10. A new course was established for teachers and aides working with minority groups--approximately 70 enrolled.

11. State legislation was introduced for the first time for adult education in the state.

12. The Wyoming Adult Education Association was formed.

13. Enrollment increased in adult basic education program in Sweetwater County from 70 to 101; in Torrington from 98 to 103.

14. New classes were established for the non-English speaking--30 persons enrolled. Aides were used for recruitment.

15. Teach Two and Expanded Foods and Nutrition Programs expanded.

16. Forty thousand dollars in federal funds was secured for Right to Read Program.

17. Forty-five thousand dollars in funds was secured for senior citizens centers.

18. Referrals are more common among agencies.

In Fallon, Nevada, the following results, at least partially attributable to MICROVILLE training, have been noted:

1. The Fallon Council on Continuing Education was established. The Council serves as advisor and program planner to the local Director of Adult Education.

2. New classes offered as a result of a needs survey conducted in October 1972 are: Churchill County History, Judo (coed), home carpentry, and arts and crafts.

3. A file of prospective teachers of adult education was created from survey results.

4. Adult Basic Education classes have increased 25 percent and referrals to ABE classes have increased 400 percent.

5. The Adult High School Diploma program increased in enrollment by 25 percent.

6. A community college was organized and has 216 enrollments.

7. Communications with Naval Air Station have improved and plans have been made to coordinate special classes with Navy work schedules next year.

8. The community college is programming for adults next year. A daytime center will allow adult programs to be held during the day and the college will provide counseling service. Fees to senior citizens have been reduced from $10 to $3 per credit hour.

9. Fallon has been approved for a Mott Foundation intern.

10. Research is being conducted on low Indian participation in the adult program.

FOLLOW-UP TRAINING IN COMMUNITIES

DESCRIPTION

The final activity during initial Project workshops held at Colorado State University was structured so as to engage community teams in discussions around the question, "What's next in our community?"[1] The teams were encouraged to develop initial action-step plans which they felt would suit their community situation and which would begin the process of community-wide programming within the local area.

Each community team outlined their strategy and reported it to the workshop group prior to returning home. While each plan varied dependent on the local situation, there appeared several common elements in the community strategies--all recognized the need for "spreading the word" about Communi-Link and the workshop experience; most suggested plans to hold a MICROVILLE workshop in the local area; many expressed the need to organize a new or revitalize an existing council to work towards implementing Communi-Link concepts.

As implied by the "What's next?" strategy utilized by Project staff during CSU workshops, Project follow-up activities were in response to the needs and requests of pilot areas. Workshop participants were exposed to the MICROVILLE experience, had opportunity to meet all CSU-based staff members and State Instructional Consultants, were informed of the background and expertise of each staff member, and were encouraged to call on the Project for any follow-up assistance deemed desirable and appropriate in the local areas. Initial CSU workshops (MICROVILLE) served as "springboards" for implementation of Communi-Link concepts within the pilot areas.

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[1] Approximately six representatives from each of the 31 pilot areas participated in initial Project workshops. "Community team" refers to these six individuals. MICROVILLE, a simulation-gaming device designed to train local leaders in the processes of community-wide program planning, was the training tool utilized during CSU workshops. MICROVILLE is described in an earlier section of this report.

Follow-up assistance provided to pilot areas in response to local need may be viewed as having been of two major types: "general" consultative assistance of a "process" nature; and "special" consultative assistance, of a more "technical" nature.

General Consultative Assistance

General consultative assistance was provided to Project pilot communities throughout the life span of the Project. This type of assistance was primarily of a "process" nature, as staff members and SIC's discussed local situations and problems with community representatives (1) during visitations to pilot areas, (2) during phone conversations, and (3) via mail.

The intent of the Project staff, when engaging in process consultation, was to assist community representatives to explore and apply the program development process taught in the MICROVILLE simulation game. The staff maintained a "low-key profile," avoiding highly structured, directive behavior. This approach to consultative activities was consistent with Project philosophy which stated that each community situation is unique and that it is community residents who must identify local problems and determine appropriate solutions to those local problems.

The Project staff utilized process consultation techniques in order to assist communities in the planning and implementing of local MICROVILLE workshops; to assist in the organizing, revitalizing and maintaining of community councils; and to assist councils in the processes of developing local programs which were based on assessments of local needs and wants. During the Project's three-year life span, 58 visits by 13 staff members were made to pilot communities for general consultative purposes. (For a breakdown of visits by individual community, refer to "Travel" section of this report). The following provide brief descriptions of general consultative assistance in which the various staff members engaged as they discussed local MICROVILLE workshops, councils, and local programming within pilot areas.

1. Assistance with local MICROVILLE workshops. When a community requested a local MICROVILLE workshop, the staff member (CSU-based and SIC) responsible for that community made personal contact via on-site visitations or phone conversations. The Project staff used questioning techniques to help local representatives to articulate what they hoped would be achieved by involving local people in the MICROVILLE experience. Such articulation provided local representatives and Project staff with concrete, measurable objectives to work toward.

   Once such objectives were determined, the Project staff was able to engaged community representatives in discussions as to who, specifically, should be involved and participate in the workshop experience in order that local objectives for the workshop might be achieved. Also, the staff assisted local areas with alternative suggestions for "recruitment" of potential workshop participants. In addition, the Project provided verbal and written information related to the facilities, equipment, etc. necessary for the conduct of the MICROVILLE experience (see Attachment 1). Sample press releases were also supplied by the Project and adapted by local planning groups (see Attachment 2).

Finally, community representatives who had participated in the CSU Project workshops were encouraged to serve as "facilitators" during local MICROVILLE sessions. Project staff provided brief (one hour) "facilitator training sessions" immediately prior to local workshops. These training sessions were designed to reacquaint facilitators with the gaming experience, to describe the role of the facilitator, and to answer any questions related to the game or the facilitator's role in the game.

As noted in an earlier section of this report, a total of 35 MICROVILLE workshops were held in 29 of the 31 Project pilot communities between May of 1971 and February of 1973. The workshops involved approximately 2,100 representatives from Project pilot communities. Each local MICROVILLE workshop was concluded with a "What's next in our community?" session. Project staff did not actively participate in the local "What's next?" activities; rather, local representatives were encouraged to engage workshop participants in such discussions.

2. Assistance to local councils in organization, revitalization, maintenance and programming activities. Because of the Project's belief that each local situation is unique, it is

Attachment 1

"MICROVILLE" WORKSHOP CHECKLIST

I. PRE-WORKSHOP ACTIVITIES

A. Representatives

____Public School
____Community College
____Cooperative Extension
____Employment Security
____Welfare
____Vocational Rehabilitation
____Public Health
____Vocational-Technical Schools
____Churches
____Community Action
____Headstart
____CAMPS (Manpower Programs)
____Unions
____Industry
____Business
____Utilities
____Community Influentials
____Chambers of Commerce
____Mayors
____City and County Commissioners and Officials
____State Representatives
____Boards of Education
____Planning Commissions
____Adult Education Associations
____Service Clubs
____Libraries
____News Media (Radio, TV, Newspaper)
____Bureau of Indian Affairs
____Paraprofessionals
____Volunteers
____Youth
____Senior Citizens
____Adult Students
____Housewives
____Interested Laymen and Others

B. Recruitment

____Personal Contact

____Phone Calls

____Letters - Brochures

____Mass Media (Newspaper, Radio, TV)

____Announcements:

    ____Clubs and Organizations

    ____Churches, etc.

C. Commitment

Potential participants should realize the importance of attending all workshop sessions and should be encouraged to make a commitment to that effect.

II. CONDUCTING THE WORKSHOP

A. Facilities

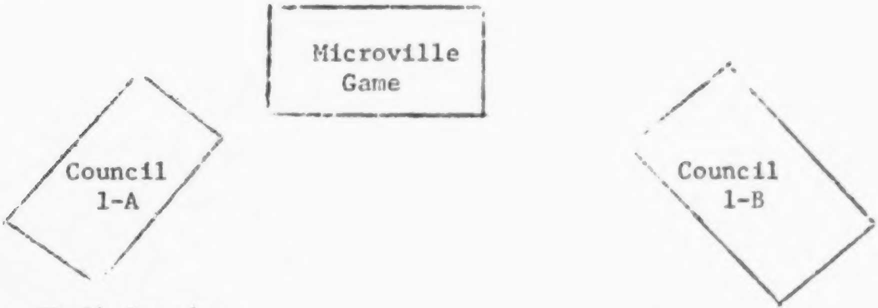
____1. A room large enough to accommodate the number of participants

____2. A room for lunches and/or banquet (optional).

B. Materials - Equipment

____1. One table per group of 6-8 participants; maximum of 12-16 participants per game.

____2. One table for each Microville game. Diagram:



____3. Chalk Boards

____4. Overhead Projector

____5. Public Address System

____6. Printed Programs

____7. Name Tags (typed and grouped)

____8. Typewriter(s)

____9. Stencils

____10. Paper

____11. Ink

____12. Mimeographing Equipment

____13. Writing Pads (1 per table) and Pencils

____14. Coffee and Rolls

____15. Banquet Menu (optional)

____16. Cassette tape recorder (playback unit)

____17. Screen

____18. Carbon paper

C. Personnel

____1. Secretary(s) - one per 21-25 participants.

____2. Facilitators - one per group (preferred).

____3. Administrator - Project Communi-Link Staff.

Attachment 2

NEWS RELEASE

"Will It Be A Fun Game?"

Community leaders from ____________________ (city), ____________________ (state)
and surrounding ____________________ (counties, areas, etc.), will participate in a game called
"Microville" on ____________________ (dates), but it won't be just for fun.

The game will be the major focus of a two-day workshop to be held at
____________________ (facility) in ____________________ (location).

Under the direction of a Project Communi-Link staff member from Colorado State University (replace with name of staff member if available), administrator of the Microville experience, participants will be instructed in community-wide program development processes.

As a result of the game experience, community leaders will become more adept at creating and implementing new communication linkages among community agencies. Also, the coordination of community resources to meet community needs should increase.

Microville is a simulated community. Using this simulation of a real situation, learning time in community-wide programming processes can be compressed from possibly two years into a two-day seminar.

Nearly 5,000 community and state leaders throughout the nation have played "Microville". They have been able to apply the notions learned from Microville in their own community and state situations toward the improvement of educational opportunities for adults.

difficult to specifically describe the many and varied consultative activities which dealt with local council formation, re-formation and maintenance. Certainly, the insights gained during initial interactions with the respective communities and during MICROVILLE workshops provided the staff with a better understanding of local attitudes, opinions and problems. It was also obvious that new ideas discovered during the MICROVILLE simulation experience provided local citizens with basic information to utilize and expand upon in real-life situations

Based on such insights on the part of community representatives and the Project staff, the staff was able to engage local groups (councils, committees) in discussions around a sequence of questions including: "What is the purpose of the council?"' "Who should it serve?"' "Who should be involved as council members and in council activities?"; "How can we best achieve council purpose(s)?"; "How shall we discover real wants and needs of people in our community?"' "What shall we do once we discover the real concerns of our community?"' "How can we assure that relevant programs will be developed, once we have identified specific problems?"' "How can we make our group a viable, legitimate, and positive force within our community?"' "How can we assure continuing interest and support of council activities by members and non-members?"

Project staff, through questioning techniques used while working with local councils, attempted to engage local representatives in planning and evaluation processes, which would hopefully result in viable community councils--councils which possessed the ability to implement community-wide approaches to most efficiently and effectively meet the needs and wants of local citizens, agencies and institutions.

Again, it must be noted that consultative assistance provided to local groups was in response to local requests. Such assistance was provided through staff visitations in pilot areas and attendance at local council sessions, through phone conversations with local representatives and through personal correspondence. In cases where a pilot area did not request staff assistance, the staff member and/or SIC responsible for liaison work with the community made phone contact with a local representative to "let the community know that the Project was interested in the community." In some instances, these informal phone conversations provided for increased local motivation and prompted requests for additional community-Project interaction.

Special Consultative Assistance

Based on each community's progress in articulation of local needs and their knowledge of Project-related resources, communities called on the Project staff to provide special kinds of consultative assistance in several pilot areas.

1. Special consultative and workshop experiences relative to the planning and implementing of community-wide assessments of local needs and wants and local resources. In order to provide such assistance, several CSU-based staff members who had particular interest in and/or experience with such activities provided special workshops for pilot areas. One staff member developed two publications for use in the workshops.

The Project publication, "Organizing and Conducting Community Surveys" included guidelines for development of surveys, mobilization of resources necessary to conduct surveys, hints for developing and testing survey questionnaires, etc. Those communities interested in needs or resource assessments were provided with the guidebook and were encouraged to engage in initial planning of surveys prior to a staff member's visit to the community and work sessions with a member of the Project staff.

The Project's "Interviewer Training Handbook" was developed to instruct local citizens as to how to conduct personal interviews for the purpose of attaining information on local needs, wants and/or resources. In addition, a number of visual aids were developed to be used in local "interviewer" training workshops.

A total of 24 staff visitations were made to 12 pilot communities for the purpose of assisting pilot areas in the processes of planning and conducting local surveys.

2. Special consultative assistance relative to specific concerns of local adult educational program planners. As communities began to identify specific problem areas in adult education programming, they called upon Project Communi-Link to provide special workshops for adult education staffs, other community agency representatives, etc. A description of special workshops follows:

    A. The two Missouri pilot communities (Chillicothe-Trenton and Farmington areas) requested a workshop to address the concern for recruitment of "hard-core" undereducated adults into basic educational programs. A workshop entitled "Recruitment of Adults for Adult Basic Education" was developed by the Project CSU-based staff in response to the local request. The workshop was designed for a cross-section of community agency professionals and paraprofessionals whose job responsibilities involved some service to "undereducated" or otherwise "disadvantaged" adults in the pilot areas. Visual aids, handouts, etc. were developed and shared with the 100 workshop participants. The objectives for the workshop included: (1) development of communication linkages among and between local agencies who work with "disadvantaged" families; (2) development of understanding of the various agencies' programs and how they might work together to better meet needs of undereducated families; (3) development of strategies for cross-referrals between the various agencies in order that the "whole" needs of undereducated adults might be met, etc.

B. Adult Basic Education Programming workshops for local ABE administrators, coordinators, counselors, teachers and aides were held in five regions of the State of Missouri, in Torrington, Wyoming, and in the State of Nevada. Each workshop was adapted to focus on local concerns. Central to each session was a sensitization of participants to the integrated needs of adults and resultant implications for the design of basic education programs. Workshop materials developed and used during ABE training sessions included handouts, visual aids, etc. Staff members utilized a variety of educational techniques during workshop sessions, including use of video-tape filming and playback, role-playing, brainstorming, small group buzz sessions, individualized instruction, etc. Approximately 450 adult education workers in 3 Project states participated in the special ABE training sessions.

C. The Chillicothe-Trenton pilot area in Missouri requested a special workshop on the training of volunteers to supplement the efforts of adult basic education teachers. A volunteer training workshop, focused on the development of an awareness of needs of adult students, was developed by a member of the Project staff and was conducted for 20 volunteers in the Northwest Missouri area.

D. Throughout the Project's life span, a staff member was responsible for the development and maintenance of an extensive resource library. The library included staff development resource materials, ABE teacher and student resource materials and special adult education materials for ethnic minorities, in particular, materials suitable for use with a variety of American Indian cultures. Bibliographies of resource materials were constructed and a "Traveling

Showcase of Project Library and Resource Materials" was developed. The "Traveling Showcase" was displayed at several MICROVILLE workshops and was utilized in conjunction with several special ABE training sessions. In addition, special workshops on "selection and use of ABE materials" were conducted in the states of Nebraska, Colorado and Montana.

E. Based on a request from the five-county area around the pilot community of Farmington, Missouri, a workshop entitled "On Becoming a Capable Consumer--the Design of Basic Consumer Education Programs for Adults" was designed and conducted by Project staff. The workshop was designed to assist in the development and implementation of a pilot "home-bound" consumer education project in the five-county area. At the workshop, participants engaged in the processes of consumer education program development. Workshop participants included the newly hired supervising home economist for the project, members of the project's local advisory board (Welfare and Cooperative Extension representatives), the Project Director (local adult education coordinator), director of the area vocational-technical school (grant recipient), the Assistant State Director of Adult Education, the regional vocational home economics coordinator, as well as a home economist, counselor and adult education director from a nearby area. A variety of handouts, teaching techniques and audio-visual materials were utilized in the three day session.

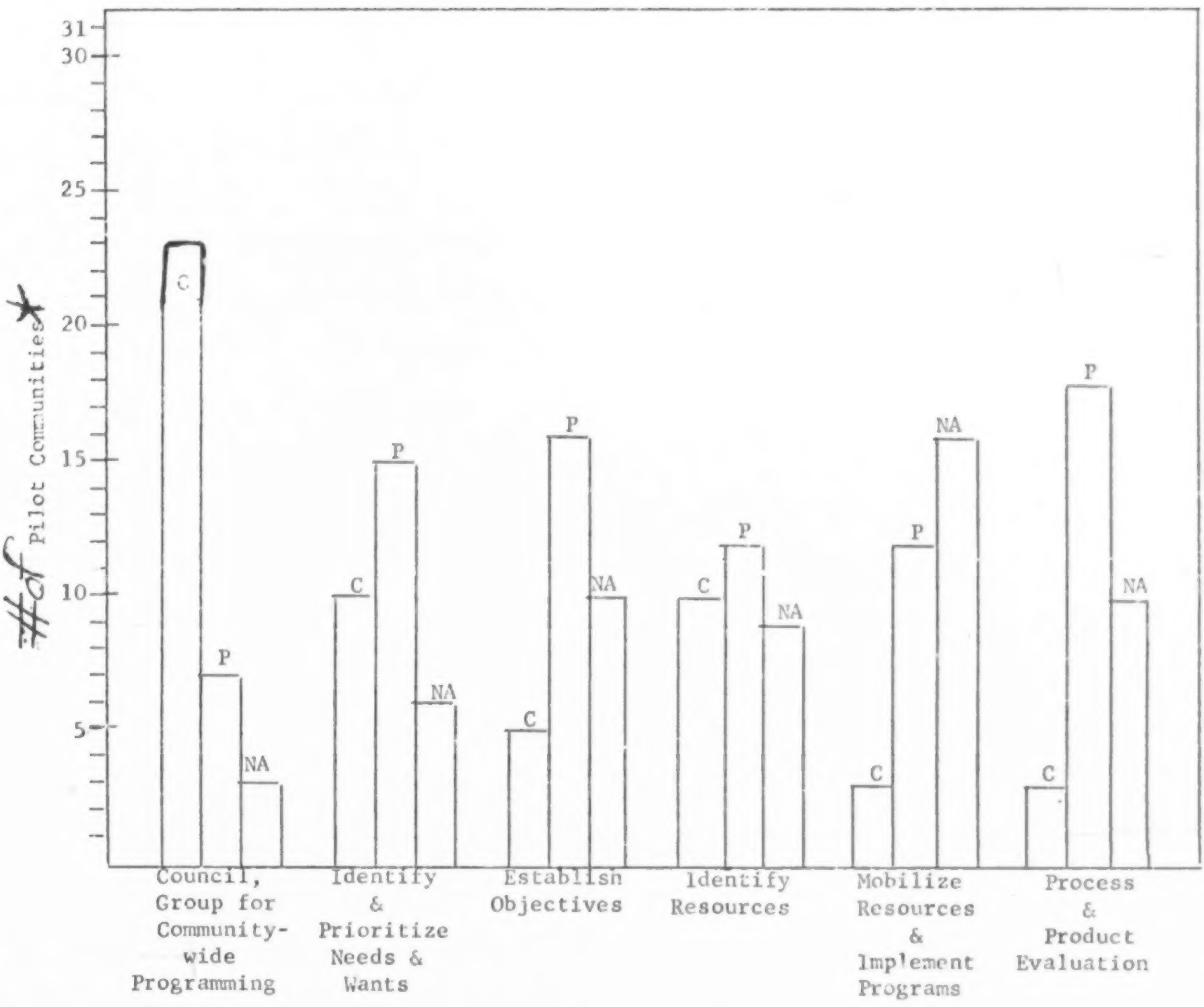
In summary, the description of Project follow-up activities included those consultative activities which might be termed as "process" consultation, as well as those which might be termed as "technical" consultative activities. Both types of consultative assistance were provided in response to local requests.

RESULTS

As a result of (1) community exposure to Project Communi-Link concepts, (2) participation in MICROVILLE and other special training workshops, (3) general Project process consultation, and most importantly (4) local commitment and effort, a number of positive outcomes can be cited. Specific reports of pilot community achievements, as perceived by representatives of pilot areas, are included in Appendix A of this report. A summary of the progress of Project pilot communities is illustrated in Figure 1.

Community Council Formation or Revitalization

As was indicated in the graph, 23 local councils have been formed or revitalized. Each council was formed or revitalized to address local concerns in the respective pilot communities. In some cases, local representatives determined that formation or revitalization of adult education councils was appropriate, in other instances other kinds of councils were deemed desirable. Therefore, of the 23 councils, 8 were termed as local "adult education" councils; 2 as "interagency" councils; 2 as "area economic development" councils; 2 as "community improvement councils; and 9 as "ad hoc committees. (For a listing of those communities which formed or revitalized councils, see the section of this report entitled "MICROVILLE Workshops as Training Strategy.")



C--Completed
P--Planning or in progress
NA--Not being attempted at this time

Figure 1. A summary of Pilot Community Progress.

*Of the 31 pilot communities, 18 have been with the Project 3 years, the remaining 13 have been involved with the Project for 18 months.

"Revitalized" councils refers to those groups which were operating in the communities prior to Communi-Link involvement and which embraced Communi-Link concepts in order to make the groups more viable, effective forces within the communities. Revitalization of councils occurred in two basic ways: (1) as a result of exposure to Communi-Link and participation in the MICROVILLE simulation game, several local councils recognized the need for broader representation in council membership. In several communities, council membership had been primarily representative of local agency professionals and was expanded to include representatives of the general public, including ethnic minorities, "low income" citizens, etc. An example of one community's restructuring of their adult education council membership is available in Attachment 3 of this report. (2) As a result of participation in MICROVILLE and follow-up consultative assistance provided by Project Communi-Link, several existing councils began using the program development process taught through the Project and MICROVILLE in their council activities. Utilization of the process provided existing councils with new direction and a systematic approach to local program planning and implementation.

Local Community Councils Apply Community-wide Program Development Process

In review, the community-wide program development process model taught through the MICROVILLE simulation game and used in all Project operations consists of five basic steps (see Figure 2).

Many councils in Project pilot communities chose to adopt the process as a model to guide their local efforts. Newly formed groups frequently began council operations with discussions of such issues as "What is the purpose of our council?"' "Who should it serve?"' "Who should

Attachment 3

ELY, NEVADA ADULT EDUCATION COUNCIL

(Restructuring of Council Membership)

Council Membership 1969-70

4 representatives of industry (management)
1 public school teacher
2 representatives of labor
1 Extension agent

Council Membership 1971 - present

2 representatives of industry (management)

1 public school adult education director

1 Extension agent

1 Employment Security manager

1 Welfare caseworker

1 coordinator, community relations - Nevada Inter-Tribal Council (representative of nearby Indian reservation)

2 representatives of labor

1 county librarian

1 Extension home economist

1 Employment counselor

1 representative of general public

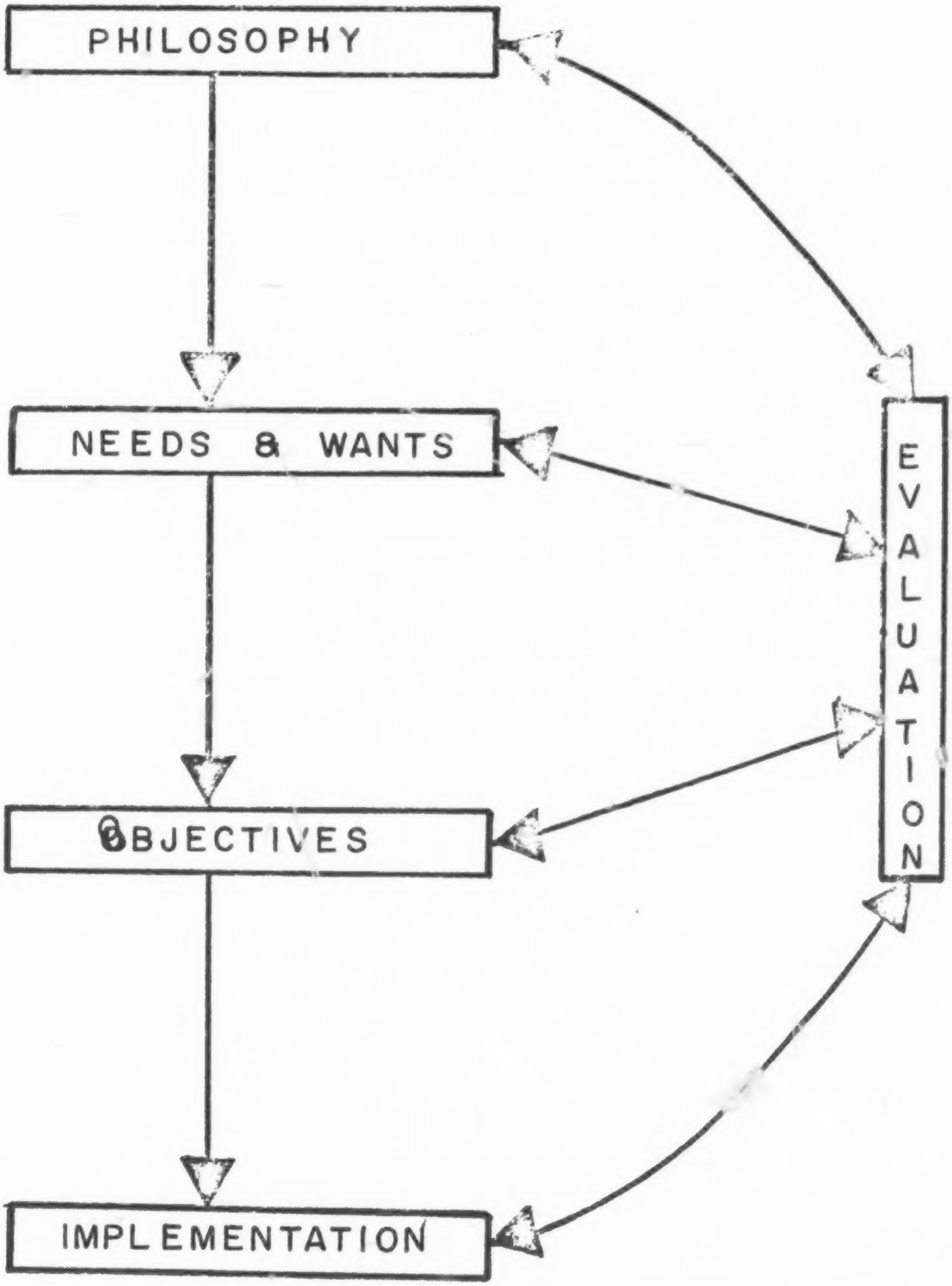

PHILOSOPHY
NEEDS & WANTS
OBJECTIVES
IMPLEMENTATION
EVALUATION

Figure 2. Instructional Model (Community-wide Program Development Process)

be involved in council activities?"; and so on. Frequently these discussions led to written statements of council philosophy and policy. (An example of one council's philosophy statement is included in Attachment 4 of this report). Several "existing" councils, after exposure to Communi-Link, found that they, too, would benefit from such discussions and also formulated such statements. Concensus formulation of council philosophy and policy helped to provide for a common base of understanding among council members; establish perimeters for council operations; and give direction to council activities.

As illustrated in Figure 1 of this report, a number of Project communities have assessed, or are in the process of assessing local needs and wants. Such assessments have been accomplished through use of a variety of techniques. A few examples include:

-An adult education interest survey mailed in conjunction with the local power company's monthly bills.

-A five county needs and interests survey conducted by personal interviews with a random sampling of the multi-county area's population, in addition to personal interviews conducted with local business and industry (interviewers were adult volunteers).

-An adult education needs and interests survey in which members of the local high school sociology class conducted interviews with a sampling of the community's population.

In each case, the survey instrument and method used for collective data were determined by members of the local community, with consideration for the purpose of the survey and resources available for conduct of the survey.

Based on information collected from needs and wants assessments, priority concerns became evident in pilot areas. These priority concerns were then translated into specific, measurable community-wide objectives. For example, one very remotely located pilot area determined a need for

Attachment 4

ADULT EDUCATION PHILOSOPHY

Recognizing that our community is a diversified combination of unique persons, resources, problems, and opportunities in a constantly changing world, we propose an adult education program that will encompass all.

We recognize and believe that the ideal community and society are contingent upon the optimum development of the human potential of all of its members.

This development includes all forms of fulfilling growth experiences which help men and women obtain advancement; secure new jobs and become fully participating members of our community and world with emphasis on the educationally and economically disadvantaged.

We perceive that fulfilling individual needs of community members can only serve to strengthen and enrich the participation of each citizen in community life. As each individual finds a way to make his contribution to society, he will discover more positive means by which to express and expand his human experience and enjoy his leisure time.

We recognize that because of limited resources and facilities, some priorities may need be established.

We believe that the guiding philosophy of this council, the priorities established and the policies regarding content, methods, etc. should be a reflection of in fact a product of the total population served.

We assume that the role of adult education shall be not only to organize the learning experiences around the expressed wants of the people, but also to provide inputs into the community regarding community and human needs perceived by the council or others.

We recognize that this statement, the goals and strategies should be reviewed regularly and adjusted or altered to keep pace with the changing scene and peoples' demands.

availability of a two-year college degree program. (The nearest community college is 250 miles from the community.) They recognized that establishment of a local community college was not feasible under the state's regulations and, because of their limited population base. Therefore, the local adult education council established the following objective:

> -Given active support by our adult education council and cooperation of the state's community college system (and in particular, the nearest community college), the local Board of Education, local business and industry and governmental agencies, local citizens will have opportunity to work toward and achieve an Associate of Arts degree without having to leave the community. We expect to institute the "extension" A.A. degree program in our community within two years.

Many community councils recognized, early in their Communi-Link activities, a pressing need for information about existing community programs. It was felt that wide-spread knowledge of existing resources would, in itself, be a positive step toward more efficient use of community resources to meet the needs and wants of local citizens. Therefore, a number of councils addressed the task of assessing local resources and publicizing the results of their surveys.

In at least ten communities, directories of local resources were printed and publicized. In each case, local directories were made available to agency representatives, Chambers of Commerce, as well as the general public. While each directory varied, dependent on local situations, and desires, most included a listing of local, state and federal agencies, organizations and institutions operating within the community; their purpose(s), their "target audience"' and their human, financial and physical resources. A sample page from one community's resource directory is included in Attachment 5 of this report.

As a result of local utilization of resource directories, many

WYOMING DIVISION OF VOCATIONAL REHABILITATION

Address: 112 2nd Street, Rock Springs Phone: 362-2770

Mailing Address(if different): P.O. Box 606

Responsible Individual: District Counselor Position: Vacant

Address: Phone:

PURPOSE OF THE AGENCY OR ORGANIZATION

To provide rehabilitation Services to the physically and mentally handicapped.

BRIEF DESCRIPTION OF HOW THE PURPOSE IS BEING ACHIEVED

Through academic and vocational training, on the job training, physical restoration services, and vocational counseling.

BRIEF DESCRIPTION OF THE NATURE OF PEOPLE BEING SERVED

Sweetwater, Sublette, Lincoln, and Uinta counties.

Ages Served: 16-65

RESOURCES AVAILABLE FOR SERVICES

Staff: Dist. Counselor Number: 1

Aides or other personnel: Secretary Number: 1

Qualifications Needed: Master's in Rehabilitation Counseling

Facilities: 1 building, 3 offices.

Equipment: secretarial

Availability: 8:30- 5 M-F Fee: None

Source of Funding: Federal: 80% State: 20% Local:

REMARKS

For every rehabilitation dollar expended 37 dollars are returned to the economy through taxes.

communities reported increased cross-referrals of clients, i.e., local agency representatives utilized the directories to assist clients to find resources to meet needs that their agency was not designed to address. Such examples of increased communication and cooperation between and among community agencies and groups revealed real progress toward a major intent of Project Communi-Link, i.e., "help communities find ways to better meet the 'whole' needs of man."

Evidences of programs implemented or enhanced by community-wide approaches to program development are also apparent. Many such programs were described in the section of this report which addressed "MICROVILLE Workshops as a Training Strategy"' other specific programs are described in the community reports which may be found in Appendix A of this report.

On-going evaluation of community-wide programming efforts in pilot areas has also been observed. In fact, several new community councils recognized need to expand council membership within a year after formation of the council(s). Others have recognized that the assessment of needs and resources is an on-going process and that surveys must be periodically repeated, re-oriented, etc., based on changing local situations. In those cases where newly implemented programs did not meet with immediate success, council members have engaged in evaluation of the process they used to determine need for the program, program objectives, as well as evaluation of the actual program. Such experiences have provided insights for future programming efforts.

Community Agencies, Groups Use Process in Daily Operations

Information gleaned from community reports, staff visitations to pilot areas and letters received from pilot community representatives indicates that a variety of individuals and groups have found the five-step program development process model to be helpful to accomplishment of their tasks.

A number of agency or institutional administrators have internalized the process to the extent that they are now utilizing it in their agency's operations. In several cases, agency administrators have encouraged active involvement of all levels of agency personnel in determination of agency philosophy and policy. Long-range program planning is being undertaken, based on overt assessments of client needs and wants. One local Welfare Director remarked, "Knowledge of a systematic process has been extremely helpful to me in regard to my responsibilities in my agency. It gives me a way of looking at what's happening. I can tell where we are, and together, we can decide what needs to be done next."

Representatives of local service clubs have found the process to be helpful in determination of club objectives and activities. Church groups have noted the process to be applicable to their activities. Adult education teachers have found the process to suit program planning activities in the classroom situation.

The Project views such adoption of the program development process at the institutional and activity levels to be a positive result of Communi-Link involvement in pilot areas. In those cases where the needs of individual students or clients, or the "target population" of an agency were assessed, it became apparent that one activity or one agency could not meet all the needs of the people to be served. Application of the process at the institutional and activity levels of program development supported the need for effective community-wide programming.

In turn, in communities where community-wide programming was most rapidly implemented, there were evidences of early application of the program development process within local agency operations.

CONCLUSIONS

As a result of local citizen participation in the MICROVILLE training experience, Project follow-up consultative assistance, and the impetus provided by local "successes" achieved thus far, it appears reasonable to conclude that many, if not most, pilot areas will continue to implement the concepts of community-wide program development for years to come. Two thousand one hundred representatives of the 31 Project pilot communities have been trained in the processes of community-wide program development via the simulated MICROVILLE experience. Through real-life application of the process, community councils have been able to "put to practice" the knowledge gained in MICROVILLE. In addition, several hundred community council members and other interested citizens have participated in special Project training sessions for the purpose of increasing their skills and abilities relative to specific components of the program development process (i.e., needs, resource assessments, etc).

Perhaps most important, hundreds of community citiznes have reinforced or developed attitudes which are conducive to communication, cooperation and coordination between and among agencies, institutions, organizations and individuals. Without such attitudes, little progress in the area of community-wide programming could be achieved. For meaningful dialogue among and between all segments of the community is prerequisite to the development of relevant, integrative community programs.

Application of the Project's community-level process objective (see "Project Objectives" section of this report) as a measure of community progress, reveals that approximately one-third of the pilot areas were able to "complete" the entire program development process (philosophy through final evaluation) (see Figure 1). Another one-half are just completing needs and resource assessments and are making plans to establish objectives and implement programs.

A part of the difference in rate of achievement of steps in the process is due to the fact that only 18 of the 31 pilot communities have been involved with the Project the full three years. The remaining 13 communities have participated in the Project for only 18 months. However, many other variables must also be explored.

Three or four of the "original" pilot areas, for example, have evidenced little progress in terms of achievement of "process steps." In those communities, real barriers to progress were encountered. Each had a high degree of factionalism, power struggles, political splits and/or seemingly apathetic attitudes. In each, the Project experienced difficulty in identifying local individuals with attitudes conducive to cooperation who were willing and able to take facilitative or leadership responsibilities.

Three of these communities, however, in the last months of Project operations, have seemed to "awaken" and become active. In each case, an individual, or a nucleus of concerned individuals has emerged and begun the process "all over again." According to one such concerned individual, "It has taken us just about three years to overcome the barriers to real communication - but now I think things will start to move. Our interagency council is beginning to come alive and we have just established a functional adult education advisory council."

It is possible that those communities which have not completed the entire program development process will encounter some difficulties without benefit of Project consultative assistance. However, it is the belief of the Project staff that most will continue under the impetus provided during association with the Project. Also, several states have committed on-going consultative assistance to communities from state-level agencies, such as the State Department of Adult Education and the Cooperative Extension Service.

Based on the Project's experiences, several enhancers and impeders to local programming efforts can be cited. They are as follows:

Enhancers

1. Existing local attitudes which were conducive to communication, cooperation and coordination.
2. Early identification of local individuals or groups who were willing to and capable of fulfilling leadership roles. In addition, these individuals or groups were recognized and legitimized as "leaders" in the eyes of the community.
3. (Related to Item 2) State Instructional Consultants, who were recognized as being helpful and who lived in or maintained close contact with pilot communities, were viewed as positive or enhancing forces.
4. Recognition and legitimization of councils by community influentials, a broad cross-section of community agencies, the local news media, as well as the general public.
5. Involvement of volunteers, such as retired professionals, who have time, energy, knowledge and skills to share for betterment of the community.
6. Involvement of youth as regular council members - as representative of a vital part of the community today, rather than just as possible leaders of tomorrow.

7. The "team" approach utilized by the Project in follow-up consultation. Each staff member had primary responsibility for liaison work with 3-4 pilot areas. Based on the nature of community requests for assistance, two or more staff members with expertise appropriate to the local situation frequently "teamed up" to make community visitations. Weekly Project staff meetings provided opportunity for cross-sharing of pilot community situations and progress. Therefore, each staff member had a working knowledge of each pilot community situation.

Impeders

1. Long-term, deeply ingrained local splits, jealousies which were not conducive to effective local communication, cooperation and coordination.
2. Lack of emergence and/or identification of "leader" types, recognized by the community as such.
3. Lack of fulfillment of "facilitator-liaison" role on part of a few State Instructional Consultants. Lack of meaningful communications between community and SIC.
4. Lack of legitimization of a few councils by community influentials, agencies, mass media and/or general public.
5. Stereotyped perceptions on the part of local citizens in regard to "federal projects." Unpleasant past experience with some federally funded projects provided a barrier to Project Communi-Link - community communication during early visits to a few pilot areas. In most cases, these perceptions were

altered as the staff and community became better acquainted and a degree of trust and rapport were established.

6. Lack of "target date" follow-up visitations to pilot areas. It is possible that a planned follow-up visitation (perhaps within 45 days after a local MICROVILLE workshop) may have provided additional motivation to those pilot areas which were "slow" in getting started.
7. Unfortunately, two or three communities experienced frustration because of changes of individual consultants responsible for liaison work with those communities. This problem appears inherent to projects which are funded a year at a time. Due to the uncertainty of second and third year funding, several staff members were compelled to seek other positions. (Formal notification of second year funding was received two days prior to the beginning of the second Project year.) Project Communi-Link attempted to overcome this problem by using team visitation approaches so that communities would become familiar with several staff members.
8. Insufficient time for all communities to complete all steps of community-wide program development process. One additional year was recommended to allow those communities who participated in the Project only 18 months to complete the cycle.

IMPLICATIONS AND RECOMMENDATIONS

Several implications and recommendations may be derived from this description and the results of Project follow-up assistance in pilot areas. Of primary importance is the fact that it has been demonstrated that community people who possess the attitudes, knowledge and skills necessary for the development of effective community-wide programming can, in fact, make changes in their community(s). Community councils trained and experienced in a change process which emphasizes continuous evaluation and "recycling" of the process, can be viable and long-term change forces within communities.

In order to achieve such results, initial "process" training (such as MICROVILLE) and follow-up assistance are imperative. Initial training provides community representatives with a "wholistic" view of the community-wide programming process. Follow-up assistance is necessary to help community representatives with "real-life" implementation of the process in their respective communities.

If communities are to develop attitudes and skills necessary for on-going local efforts in community-wide programming, then use of low-key, non-directive, process consultation on the part of a project such as Communi-Link is appropriate. Also, the capability to provide technical consultation, in response to specific requests for assistance, is desirable. Staffing of such a Project demands selection of individuals who are "process-oriented," who enjoy "teamwork," and who possess varied areas of expertise.

Finally, the time allowed to achieve the intents of such a project should be adequate. Based on three years of experience, the Project Communi-Link staff have observed that a minimum of three years is necessary to complete the process cycle in those communities which appear "ready" for community-wide programming; the staff predicts that a minimum of four to five years is necessary for community-wide programs to be implemented in those communities which have many barriers to communication, cooperation and coordination. Further, a project of the nature of Project Communi-Link should be assured, at the outset, of continuing funding for at least a three year period. (Because of staffing and planning problems encountered which were due to year-to-year funding, it is estimated that in a three-year period, Project Communi-Link lost nine to 12 months of operating efficiency.)

STATE-COMMUNITY ASSISTANCE NETWORK (SCAN)

INTRODUCTION

While continuing activities at the community level, Project Communi-Link focused a similar thrust at the state level during Fiscal Year 1973, in an effort to develop a State-Community Assistance Network (SCAN) in each of the fourteen Project states. In order to better meet the whiie needs of local citizens, SCAN emphasized the development and enhancement of state-community interorganizational communication, cooperation and coordination. The aim was to develop local and state mutual support systems that are linked both horizontally and vertically in a coordinated effort.

SCAN assumes that community efforts to develop coordinated approaches to program development are dependent, in part, on state-level support and assistance. To be most effective, such assistance must emerge from a coordinated effort on the part of state-level organizations and agencies. Additionally, it was anticipated that state-level coordinative efforts would serve as a catalyst to non-Project communities within the fourteen states. Thus, SCAN would not only enhance pilot communities to meet the whole needs of citizens, but it would also encourage and support those efforts in all areas of the state.

DESCRIPTION

First Project Year

The conceptualization of SCAN (and ultimate implementation of SCAN-related activities) was an evolutionary process which began during Project initial visitations. It was recognized at the outset that legitimization by key state agencies in each of the potential pilot states was desirable. Further, the staff hoped to secure active support of Project operations by state agency representatives in each pilot state. Therefore, Project initiation strategies (as earlier described) included meetings with State Directors of Adult Education and Cooperative Extension. In several cases, state agency representatives accompanied Project staff on initial visitations to potential pilot communities. Also, the State Directors were invited to participate in initial MICROVILLE workshops at Colorado State University.

State-wide Communi-Link-related activities took place in several Project states during the first Project year. A week-long meeting was held in the State of Utah. Participants in the session included representatives of the state's Manpower Council (adult education, family services, employment security and vocational rehabilitation). One hundred twenty local, district and state-level representatives of the four agencies were in attendance. The focus of the week-long workshop was on the development of more effective means to meet the needs of undereducated, underemployed or otherwise "disadvantaged" families in the state. Communi-Link staff were on hand to facilitate the session and to engage the participants in MICROVILLE.

Additional state-wide activities during the first Project year included MICROVILLE training with approximately 250 Cooperative Extension workers in the states of Idaho, Montana and Nevada. The Extension MICROVILLE participants had program development and supervisory responsibilities throughout their respective states.

Second Project Year

The proposal for the second year of the Project suggested that Project staff members work with state-level representatives to encourage them to prepare for assuming responsibility to assist the pilot communities and other communities in their state to develop integrative, community-wide educational programs. The state-level assistance at that time was called "state delivery systems." Project staff members were to begin working with state-level representatives to provide them with the necessary skills and understanding for assuming such "state delivery system" responsibilities.

Early in the second year of the Project, four of the original Project states (Colorado, Nebraska, Utah, and Wyoming) elected to define their third "community" in terms of the "state delivery systems" option rather than as a third pilot town. After this decision was made, various types of meetings were held within these states to discuss communication linkages at the state level. Activities and meetings which included the Project Communi-Link staff members were:

1. Nebraska - Governor's Regional Manpower Council meetings in the five areas of Beatrice, Grand Island, Scotts Bluff, Norfolk, and North Platte, where MICROVILLE was used as a training device for Council members.
2. Utah - a meeting with several state agency representatives resulted from impetus provided by the first-year state-wide meeting. Focus was on the state's desire to encourage decentralization of government by formation of regional councils of government.
3. Colorado - no formal sessions held. However, interest in Communi-Link expressed by a variety of state agency representatives during informal meetings, phone conversations, etc.

Although each of the three states adapted and interpreted the idea of "state delivery systems" to fit its own unique situation, there appeared some commonality of concern and focus. Each state was concerned with the development of more effective means to provide services to the people in the state. A desire for decentralization of responsibility and authority for decision-making was a common thread. Regional approaches to problem-solving emerged as a possible means to decentralize government.

Late in the Project's second year, the staff saw the need to better conceptualize the "state delivery systems" idea, in order to develop more concrete strategies for implementing Communi-Link concepts at the state level as well as throughout the state. It was decided that a Project-wide meeting would be held in order that representatives from Project pilot communities and state agencies could work together to determine how Communi-Link concepts could be applied on a state-wide basis in each pilot state.

A CSU-based staff task force undertook the responsibility for further "de-"fining and "re-"fining "state delivery systems" concepts and pre-planning the Project-wide workshop. Because of the "one-way" implications of the term "state delivery systems," the staff elected to describe the development of state-wide Communi-Link activities as "State-Community Assistance Networks" (SCAN). It was felt that the newly coined term was more descriptive of Communi-Link intents--i.e., the development of local and state mutual support systems that are linked both horizontally and vertically in a coordinated effort to best meet the needs of citizens of the state.

The Project-wide workshop which resulted was held on the last two days of the Project's second year. It was hoped that the session would provide impetus for SCAN activities during the third Project year. Also, it was anticipated that the results of the session would provide the Project staff a basis for third year planning and allocation of Project resources.

Activities during the two-day workshop were recorded and reported in a special edition of the Project Communi-Link newsletter:

> Denver's Regency Inn was the site of Project Communi-Link's '72 UPDATE '73 Workshop, June 29 and 30. The sessions focused on past, present and future Project activities. Accent was placed on the development of each state's initial plans for a coordinated State-Community Assistance Network (SCAN). In addition, plans for diffusion of PC-L concepts were presented and discussed.
>
> The workshop was kicked off Thursday a.m. by Dr. John Snider, Project Co-Director. Dr. Snider welcomed the group, noting the wide-spread geographic areas represented by those in attendance. In referring to the state maps located around the room, he pointed out that the Project encompasses the states of Arizona, Colorado, Idaho, Minnesota, Missouri, Montana, Nebraska, Nevada, New Mexico, Oregon, South Dakota, Utah, Washington and Wyoming.
>
> Participating in the workshop from these 14 states were 32 Community Representatives, 9 Cooperative Extension and 9 Adult Education State Directors, 6 Governor's Representatives and 13 PC-L State Instructional Consultants. Also in attendance were regional and national representatives of the Office of Education, Cooperative Extension, the Farm Foundation, NAPCAE, Community School Education, the President's Advisory Council on Adult Education, along with 12 CSU-based PC-L staff members.
>
> Next, the participants joined their respective state caucuses. Dr. Jim Kincaid, Project Co-Director, charged the 14 state groups 1) to further discuss past and present activities within pilot communities; 2) to determine whether PC-L concepts, indeed, have been appropriate within pilot communities and, if deemed appropriate; 3) to develop plans for further "action steps" to be taken within the communities and state during fiscal year 1973. Dr. Kincaid specified that such state plans should include 1) ways that PC-L might help in the further development of state and community-level interorganizational communication linkages and of a State-Community Assistance Network (SCAN) and 2) means to assure continuation of these processes after Project termination, both in pilot communities as well as throughout the state.

From all indications, the state groups felt PC-L concepts to have been viable in their pilot communities and appropriate for other areas within their respective states. Therefore, to assure continuation of cooperative efforts within pilot communities and in other areas of the states, each state developed its own, personalized initial "action step" plan.

One state, for example, decided that continuation was not only dependent on efforts in the pilot communities, but that involvement from state agencies would be necessary to provide support to pilot communities and other areas throughout the state. To accomplish this task, the group decided to contact 10-15 state agency leaders to provide them with information on PC-L and to invite them as well as pilot community people to attend a meeting. Discussion at the meeting will focus on what has happened in the pilot areas as a result of association with PC-L and ways that PC-L concepts might enhance planning and problem-solving efforts throughout the state.

Another state made plans for representatives from the Governor's Office to attend a meeting in the pilot community to ascertain what assistance the various state agencies might be able to provide to the community.

Still another state elected to hold a workshop involving pilot communities, a number of non-pilot areas and state agency personnel. The purpose of this session is to expose a cross-section of citizens to PC-L and to explore ways in which more communities and state agencies might have the opportunity to benefit from CL concepts.

Third Project Year

Based on the action-step plans that each state developed during the "'72 UPDATE '73" session, the following SCAN-related activities occurred in Project states during the third Project year:

1. Thirty-five members of the Governor of Utah's Advisory Council on Community Affairs (mayors from throughout the state) were present at a meeting called by the Executive Director of the Department of Community Affairs. Also in attendance were representatives from the State Board of Education, Extension Service and the Price, Utah, Project Communi-Link pilot community. Communi-Link concepts and activities were explained by

Project staff. The group discussed applicability of the concepts to the activities of the Utah Councils of Governments organization and indicated a desire to utilize PC-L concepts throughout the state. As a result, the group developed plans for a state-wide "Community Progress Contest." In order to stimulate local interest in the annual "Community Progress Contest," the Utah Cooperative Extension Service, Utah Council of Community Affairs and the Utah State Department of Education sponsored a state-wide workshop. The workshop was attended by 130 Extension Service personnel and local officials. In order to provide the workshop participants with a process that they might use to improve their communities, the state group utilized the MICROVILLE simulated gaving experience. Four Project Communi-Link staff members were on hand to conduct the MICROVILLE experience.

2. The first Colorado follow-up meeting included state agency representation from Cooperative Extension, Division of Local Governments, State Department of Adult Education, Commission on Higher Education, State Planning Office, Rural Development Commission, State Department of Education, WIN, Division of Community Colleges and Occupational Training and Colorado's Title I Consortium on Higher Education. Project staff were on hand to explain Project concepts and activities. Also present to provide information to the group were representatives from Sterling and Cortez, the two Colorado pilot communities. The group discussed the possibility of expanding pilot efforts to

include regions consistent with the state's planning areas and to involve state agency personnel in such expansion. As a result, a regional MICROVILLE workshop was held in one region of the state (Northeastern Colorado).

3. The Wyoming State Directors of Cooperative Extension and Adult Education brought together Extension and Adult Education representatives from 13 Wyoming communities, as planned at UPDATE. Project Communi-Link staff was present to discuss Project concepts and activities. The group indicated the need for (1) community involvement in state and local program planning; (2) increased legislative support for Adult Education programs; (3) a multi-agency state-wide conference to enhance communications among and between agencies.

4. At the invitation from the Governor's office, Idaho state officials met in Boise. The officials heard a PC-L Overview presentation, received an update on PC-L activities within their state, and participated in a discussion revolving around SCAN (State-Community Assistance Network) concepts. Several agency heads voiced support for fostering improved communication linkages among and between state-level program planners, and several possible applications for PC-L concepts in the areas of comprehensive regional planning, migrant education, program development for the aging, and community action activity. Specific recommendations included the possibility of conducting a regional MICROVILLE workshop with state officials and community representatives interacting as participants. Attending the meeting were state officials

including representatives of Adult Education and Cooperative Extension. As a result, a regional MICROVILLE workshop was held in Twin Falls, Idaho.

During the third Project year, the Project staff continued to discuss strategies for the implementation of SCAN within participating states. The CSU-based staff and Project State Instructional Consultants discussed SCAN during a "Roundtable Session" held in Denver in October, 1972. Attention was focused on a paper entitled "Thoughts Regarding SCAN Implementation." (See Attachment 1.) The paper had been written by one of the CSU-based staff members. The discussion served to (1) further clarify thinking related to possible strategies for SCAN operations in the states, and (2) provide examples of possible SCAN activities.

During the October, 1972 "Roundtable Session" it became apparent that many of the states had not, at that time, achieved the broad base of interest and involvement necessary for implementation of SCAN. The staff and State Instructional-Consultants also recognized that time and energy constraints were limiting factors (i.e., anticipation of Project termination within nine months and a commitment to (1) continue active assistance to pilot communities and (2) engage in nation-wide dissemination of Project aims, activities and results). Therefore, it was decided that a possible way to generate interest and broader state-wide involvement in Communi-Link activities, under the recognized constraints, would be to utilize Project diffusion/dissemination workshops in the participating states (elaboration on dissemination workshops is included in another section of this report). It was hoped that by involving a broad cross-section of state and community representatives in a Project dissemination

Attachment 1

THOUGHTS REGARDING SCAN IMPLEMENTATION AT THE STATE LEVEL IN THE AREA OF ADULT EDUCATION PROGRAMMING

A. Establish state level review systems for all proposed projects relative to adult education.

-Written notification to go to all interested agencies, departments, divisions.
-Develop form similar to BOB A-95 system (program title, purpose, funding, administering agency, duration, etc.)

B. Establish Interagency Adult Education Advisory Councils composed of all affected agencies.

-Executive secretary and staff. Each agency pays a portion of operational costs. Staff does coordinating, paperwork, sets up meetings, prepares agendae, publishes newsletter, keeps records on adult education programs throughout state.

C. Identify an agency (agencies) to perpetuate the PC-L process for adult education programming or related community enrichment programming.

-Organize a state-level task force for: workshop delivery capability for community program development training, "regionalism" seminars, MICROVILLES, communications workshops, etc.

D. Designate Adult Education Regional Program Coordinators, (Community Services Coordinators, etc.) within regional planning districts or other appropriate sub-state districts.

E. Develop technical assistance service teams - experts, advisors, consultants, etc. Compile and publish an "In-House" Directory.

F. Develop and articulate a state growth policy, establish target area assistance programs based on priorities (rural areas where emphasis is going to be placed on attracting industry, jobs, housing, etc.). These areas also will need increased adult education opportunities. Identify EDA areas to qualify for special funding.

G. Publish a State Directory of technical assistance, financial, and program resources available to localities, and periodic newsletters to localities; descriptive brochures on available grants.

H. An evaluation component should be built into the SCAN mechanism, to allow for continuing monitoring of the state-level SCAN performance. Include: (1) an ombudsman, (2) periodic evaluation reports, (3) continual monitoring for shifts in state and federal policies

I. Organize a "traveling statehouse" to go to localities to visit with people, assess local situations, needs, problems, enhance communication linkages between state and communities.

Basis for Continuing Evaluation

A. Has the SCAN methodology been systematized at the state level?

B. Has SCAN led to improved state-level programming development? (Elimination of duplication, gaps, increased portions of target population being served.)

C. Have problem solving capabilities been improved in localities other than the original pilot communities through SCAN participation?

D. Has SCAN contributed toward more efficient program and resource delivery to local and regional units of government?

Note: How can Project Communi-Link help states implement SCAN? Idea--develop state-level SCAN workshop (for state agency representatives, officials) on SCAN concept and alternatives as listed above for implementation (suggested ideas).

workshop, linkages might be established which would provide a basis for implementation of SCAN.

Consistent with Communi-Link philosophy, the decision to utilize the dissemination workshop resource of the Project was left up to the states. Twenty-five dissemination workshops, involving state agency, regional and community representatives, were held in the states of Arizona, Colorado, Washington, Oregon, Idaho, New Mexico, Nevada, Nebraska, South Dakota, Utah, Minnesota, Missouri and Wyoming between the months of November, 1972 and June, 1973. A total of 900 to 1,000 representatives from pilot states participated in the sessions.

RESULTS

Based on the description of SCAN-related activities in the 14 states, it is apparent that two specific results were achieved in each participating state:

- -Enhanced or newly developed communication linkages were effected among and between those individuals (and their respective agencies) who participated in Communi-Link meetings and workshops.
- -A wide variety of state, regional and community representatives were trained in the processes of community-wide program development through participation in MICROVILLE and dissemination workshops.

Also, it was evident that interest in further development of SCAN was generated in several pilot states (refer to "description" section of this report).

In order to elicit objective opinions from the states about SCAN, a survey was developed by the CSU staff. Because of their participation in "'72 UPDATE '73" and their involvement in SCAN follow-up activities within the states, those state agency representatives who attended the UPDATE session were the population surveyed. A written questionnaire, developed to ascertain the opinion of these officials as to the applicability of SCAN concepts to their specific situations and the level of their continuing interest and involvement in SCAN-related activities, was mailed in mid-April, 1973.

The questionnaire was sent to 26 state officials. (See Attachment 2) These officials included: nine Directors of Extension, nine Directors of Adult Education, and six Governor's representatives from Project states. Of the 26 questionnaires sent there were 12 replies (46 percent return) from a total of nine states. Those states responding were: Minnesota, Missouri, Nebraska, Nevada, New Mexico and Washington (1 reply each); and Colorado, Utah and Wyoming (2 replies each). (Note: the 4 states that elected to define their third "community" as the "state" were represented in the returns. Three of those four states returned 2 questionnaires per state.)

The results of the questionnaire indicated that Communi-Link concepts were, in fact, applicable to state-wide concerns. Also, those who returned the questionnaires were positive about the way SCAN had been presented at the "'72 UPDATE '73" session. Further, (and in support of the CSU-based staff's perceptions) 11 of the 12 respondents indicated that the Project had been responsible for new or enhanced communication linkages within their respective states.

A compilation of the results of the SCAN questionnaire is included in Attachment 2 of this report. Comments on the fourth question (extent to which your activities have been influenced by SCAN or other agencies

Attachment 2

PROJECT COMMUNI-LINK
Department of Education
213 Liberal Arts
Colorado State University
Fort Collins, Colorado
80521
(303) 491-5316

April 12, 1973

If you will remember at the Project Communi-Link " '72 UPDATE '73" meeting held last June in Denver, Colorado, you took part in constructing the "action steps" plan for implementing State-Community Assistance Networks (SCAN) for your state. Because of your participation as a state representative we would be most appreciative if you would fill out the enclosed short questionnaire concerning SCAN activities in your state.

We know that you are busy, so for that reason we have made the questionnaire brief. At this time we would appreciate it if you would take time to answer the questionnaire and enclose it in the stamped, self addressed envelope. We're looking forward to your assistance by April 24 in order that your opinions concerning SCAN can be included in our Terminal Report of Project Communi-Link.

Thank you

John C. Snider
Co-Director

Paula
Paula Roark
Research Assistant

Enclosure

JCS/PR/s

Note: Included in this space was a report of the state's action plan developed by representatives from the state during the "'72 UPDATE '73" session held in Denver, June, 1972.

SCAN QUESTIONNAIRE

"The ultimate aim of SCAN, State-Community Assistance Networks, is to develop local and state mutual support team systems that are linked both horizontally and vertically in a coordinated effort. The resultant network of lateral and vertical communicative linkages would enhance the development of community-wide educational and improvement programs throughout the state."

1. I believe the presentation and discussion of SCAN at the '72 Update '73 meeting was adequate for me to commence discussion and/or implementation of SCAN activities in my state.

Agree 10 Disagree 2 Comment:

2. I agree with the SCAN concepts as they were presented at the '72 Update '73 meeting and feel that they are applicable at the state level.

Agree 12 Disagree ____ Comment:

Questionnaire continued:

3. I have taken steps to begin communication activities at the state level by initiating or enhancing:

A. Communication linkages at the state level:
check one

- a. with whom?
- b. purpose?

(10) Doing it
(1) Planning it
(1) Not planning to do it

B. Communication linkages between state and community levels:
check one:

- a. with whom?
- b. purpose?

(10) Doing it
(1) Planning it
(1) Not planning to do it

C. Advisory group or council at the state/regional level:
check one

- a. with whom?
- b. purpose?
- c. Action initiated

(8) Doing it
(2) Planning it
(2) Not planning to do it

D. State level review system for all proposed projects relative to community improvement or adult education:
check one

(4) Doing it
(4) Planning it
(4) Not planning to do it*

E. Compilation and/or publication of an "IN-HOUSE" Directory:
check one

- a. technical assistance available
- b. services available
- c. experts, advisors, consultants

(5) Doing it
(2) Planning it
(5) Not planning to do it*

F. Publication of a State Directory of technical assistance, financial and program resources available to localities.
check one

(3) Doing it
(3) Planning it
(5) Not planning to do it*

4. Would you comment to the extent which your activities have been influenced by SCAN or other agencies in your state that have been charged with specific responsibility of communication and cooperation.

7 positive comments
4 neutral comments
1 negative comment

See "results" section of this SCAN report

*Note: 3 states clarified, in narrative explanations, that they had check the "not planning" category because they had accomplished items D, E and F prior to Communi-Link involvement.

in your state which have been charged with the specific responsibility of communication and cooperation?) were classified as being representative of seven positive responses, four neutral responses, one negative response. Examples included: "Scan got me started--gave my office a plan"; "We used this concept in organizing a County Planning and Development Commission for total resource planning under the auspices of the Governor and the County Commission"; "Difficult to measure, but a most helpful tool"; "SCAN is not a great influence, for we had begun such activities before"; "Very little influence."

CONCLUSIONS

Summary

Based on the description of SCAN concepts and activities and the results reported, it is appropriate to draw the following conclusions.

- The Project, through its three-year life-span, was able to generate interest in application of Communi-Link concepts throughout the state in several pilot states. In those states, steps have been taken towards implementing SCAN concepts.
- It is extremely difficult at this time to quantitatively measure (1) the many "spin-offs" which may have already occurred, and (2) those which may occur in the future.
- It would appear as though several states have gained adequate involvement and impetus so as to assure perpetuation of Communi-Link SCAN concepts long after Project termination.

Enhancers

There are several factors which may be viewed as positive forces which enhanced progress toward implementation of SCAN concepts:

1. Success of pilot communities provided a basis for approaching the state level. This basis was viewed as a necessary first step in the implementation of SCAN.
2. Legitimization by the power structure was needed in order for SCAN to be embraced within the states. Those states where greatest progress was accomplsihed had active support and involvement of the Office of the Governor and other "key" state agency offices.
3. A certain "readiness" was apparent in many of the states. Because of a national trend to decentralize government; to form regional governmental entities; and federal funding guidelines which mandate regional or state clearinghouses for resource allocations, the states felt the need for some meaningful way to more effectively and efficiently involve a variety of state, regional and community representatives in problem-solving activities.

Impeders

There were several factors which were viewed as impeders to SCAN-related progress. The most obvious factor was lack of sufficient time to assist pilot states in SCAN activities. Project staff members estimate that a minimum of one to three additional years is needed to fully implement a successful State-Community Assistance Network in each of the Project states.

Related to the time factor was the lack of specially designed approaches (i.e., workshops, seminars, etc.) to help a broad cross-section of state agency representatives become aware of possible strategies for SCAN implementation.

Also, time constraints prevented the staff from gaining the legitimization and trust necessary to become accepted as a viable, catalytic force in several of the participating states. (It was noted that barriers to progress, such as "feelings of threat," and "we're already doing that" were more prevalent at the state level than at the community level.)

IMPLICATIONS AND RECOMMENDATIONS

The main implication which may be gleaned from this report is:

-If, in fact, the concepts of community-wide programming are to be utilized throughout a state and be perpetuated (without the assistance of an outside catalytic force such as Project Communi-Link), then some viable force in the state must take responsibility for implementation of SCAN concepts within the state. This can only be achieved when a variety of individuals, agencies and institutions have (1) attitudes conducive to cooperative programming, and (2) the skills and knowledge necessary to implement the concepts.

Based on the Project's experiences, it is recommended that others interested in implementing SCAN concepts consider the following:

1. Successful "piloting" of the idea in order to demonstrate the validity of the concepts to those who might be somewhat skeptical. (It is doubtful that Project Communi-Link would have achieved some measure of success at the state level without prior demonstration at the community level.)
2. Allow sufficient time. Because of the complex nature of state organization and the numbers of individuals and agencies involved, it is suggested that real progress may not become apparent for several years.

3. Development of specialized training approaches which focus on the unique organizational structure of the state and which provide alternative approaches to implementation of a State-Community Assistance Network.

DIFFUSION-DISSEMINATION

DESCRIPTION

A multi-media diffusion-dissemination program was developed by the Project Communi-Link staff for the purpose of providing Project and non-Project states detailed and documented information concerning the activities of the Project over the first two and one-half years of operation. Information included not only the solutions to the problems encountered, but also identification of the problems themselves.

As a federally funded Office of Education demonstration effort, the Project felt committed to share experiences and results with areas outside the Project states (i.e., the 36 non-Project states). Further, the staff felt a personal commitment to share the experiences of the Project's two and one-half years in the most meaningful way feasible. Therefore, during the last half of its final year as a demonstration project, Communi-Link provided the opportunity for each of the fifty states to learn about the Project from those most intimately involved - the staff members themselves. The vehicle for this massive diffusion-dissemination effort was a three-hour workshop, available to every state in the United States. The purpose of the workshop was to provide to people both inside and outside Project areas with an awareness of the results of a specific federally funded adult education demonstration project and how those results were achieved.

The objective of the Communi-Link diffusion-dissemination workshop experience was to involve a high percentage of participants representing state, regional and local governmental agencies; departments of education; community action groups; lay leaders; and interested citizens. Participants were presented detailed information concerning:

1. The Communi-Link concept
2. Project rationale (justification)
3. Implementation strategies
4. Extent and degree of participant (state and community) involvement
5. Project's goals, achievements, results, and aspirations
6. Staff competencies and Project support activities
7. Future emphasis and operational priorities during remaining life-span
8. Other activity directly or indirectly related to the total functionality of the Project.

The means for accomplishing this objective was a highly sophisticated multi-media presentation, including question and answer periods, intervals of audience interaction with Project staff members, and visual examination of samples of Project's training devices and published materials.

Following their participation in the diffusion-dissemination workshop it was hoped that at least 50 percent of the non-Project states and community leaders would seek further information about Project Communi-Link's program planning process, concept, design, intents and accomplishments, to be measured by verbal and/or written requests to the Project staff for additional information and additional materials (printed manuals, workshop handbooks, films, slides, etc.).

The Diffusion Plan

The diffusion plan as originally conceived consisted of:

1. A multi-media documentation of the Project's efforts.
2. Five hours' duration (three hours in the morning, two in the afternoon)

3. Teams of two staff members
4. Visitation to each of the 36 non-Project states
5. Location in each state to be in close proximity to State Departments of Education and other headquarters of state and community agencies involved in adult education
6. Inclusion of a wide cross-section of participants from both rural and urban areas
7. Presentations to be made during the last six months of the Project
8. Advance work to be coordinated through personal contacts by Project staff with federal and state-level leaders.

A sample program based on this format is seen in Attachment 1.

Some modifications were made in the original plan as development of the diffusion workshop progressed. For reasons to be discussed later, the duration of the presentation was shortened to three hours; the number of staff members for each diffusion team was increased from two to three; and the workshop was subsequently offered to all fifty states. These revisions in the originally conceived strategy resulted from a trial workshop and were incorporated into the overall implementation plan prior to the presentation of the first official diffusion workshop. Attachment 2 is a sample of the revised diffusion program.

Scheduling

Prior to soliciting invitations for conducting diffusion-dissemination workshops within interested states, Project Directors met with HEW Regional Program Officers to discuss all aspects of the workshop and to invite their participation in helping to identify interested states. Most RPO's

Attachment 1

Sample Program

Note: The presentation time frame was later modified from five-hours to aproximately three-hours duration.

WORKSHOP PROGRAM

MORNING

30 - 9:00	Registration and Coffee
00	Welcome and Introductions
05	Workshop Overview
15	Project Communi-Link: A Beginning -Why the Project? -The Goal: A "Linked" Community to Meet Man's Needs -The Plan of Action ·State Contacts ·Community Contacts Question and Answer Period
:30 - 10:45	Coffee Break
:45	Project Communi-Link: Helping Communities to Meet Local Needs -The Tools ·A Process for Developing Community-Wide Programs ·The Mythical City of "Microville" - (What it Is and How it Works) Question and Answer Period
:45	Let's Play "Microville" -You, as a "Microville" Citizen
:00 - 1:00	Luncheon

AFTERNOON

1:00	"Microville, USA" Question and Answer Period
1:45	"What After 'Microville'?" -Communities Decide "What's Next?" -Communi-Link Staff Provides Support ·Local Councils Formed; Existing Councils Expanded ·Needs and Resource Surveys Conducted ·Special Workshops Held Question and Answer Period
2:15 - 2:30	Coffee Break
2:30	Project Impact -Communication Linkages Established -Councils Formed -Surveys Conducted -New and Enhanced Local Programs Developed Question and Answer Period
3:00	"What Now?" -Communi-Link in Pilot Communities -State-Community Assistance Networks (SCAN) -Sharing Communi-Link With Others
3:15	Wrap-Up Question and Answer Period -Materials Available to You

Attachment 2

Modified Workshop Program

WORKSHOP

PROGRAM

MORNING

8:30 - 9:00 Registration and Coffee

9:00 Welcome and Introductions

9:05 What Is In Your Community

9:15 Project Communi-Link: A Beginning

- Why the Project?
- The Goal: A "Linked" Community to Meet Man's Needs
- The Plan of Action
    - State
    - Community
    - Citizen Involvement

Project Communi-Link: Helping Communities to Meet Local Needs

- The Tools
    - A Process for Developing Community-Wide Programs
    - The Mythical City of "Microville" - (What It Is and How It Works)
    - A Community Applies the Process

"What After 'Microville'?"

- Communities Decide "What's Next?"
- Communi-Link Staff Provides Support
    - Local Councils Formed; Existing Councils Expand
    - Needs and Resource Surve Conducted
    - Special Workshops Held

Question and Answer Period

11:30 Luncheon

AFTERNOON

12:30 Project Impact

- Communication Linkages Established
- Councils Formed
- Surveys Conducted
- New and Enhanced Local Programs Developed

Question and Answer Period

"What Now?"

- Communi-Link in Pilot Communities
- State-Community Assistance Networks (SCAN)
- Sharing Communi-Link With Others

2:00 Wrap-Up

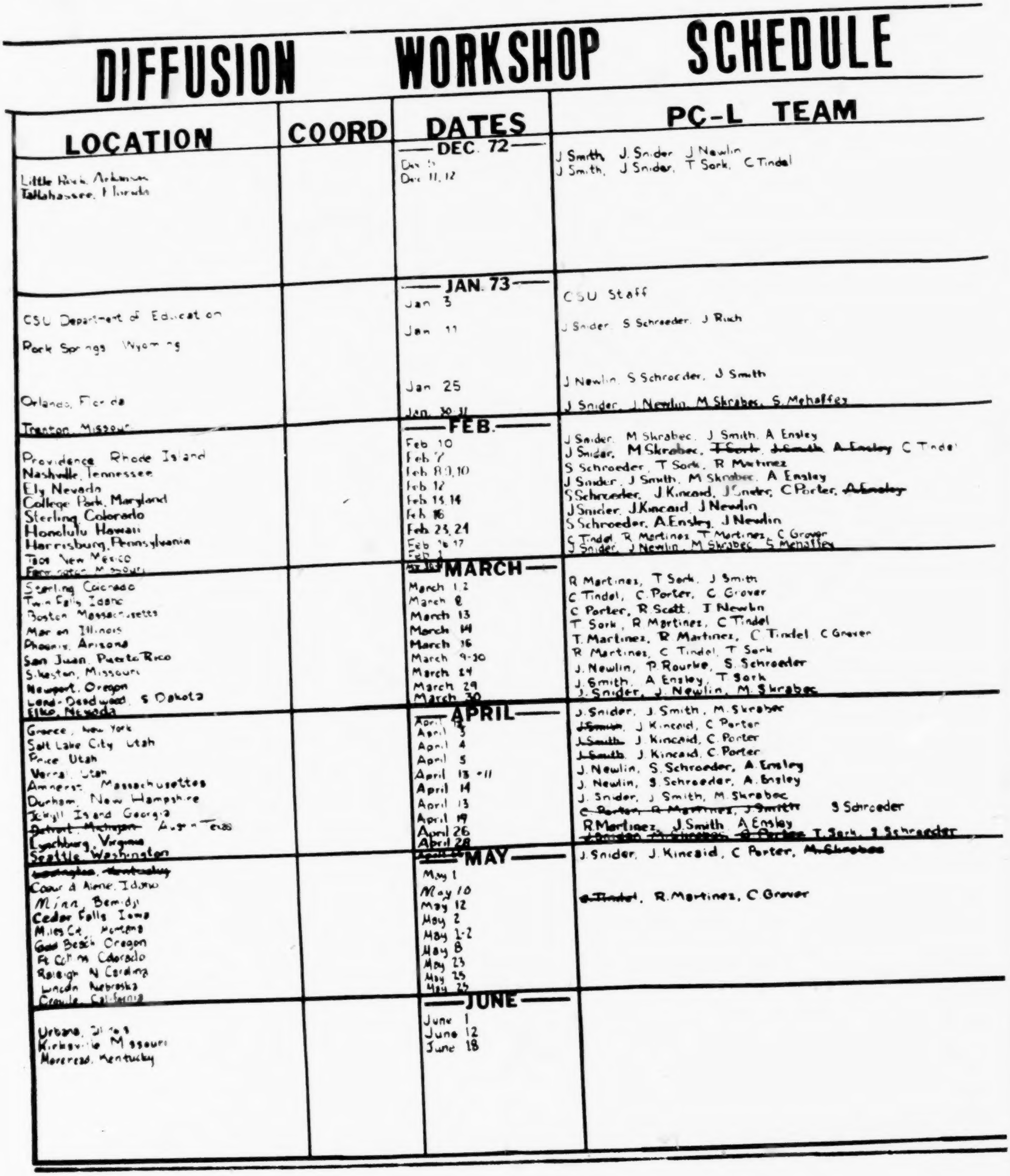
Question and Answer Period

Materials Available to You

responded affirmatively and helped to coordinate workshop programs held in states within their respective regions.

Wherever possible, workshops were scheduled to accommodate dates requested by each state. As previously stated, each state was urged to select a location within close proximity to State Offices of Adult Education. Invitations were mailed from the State Adult Education Offices. A sample invitational letter was supplied in the "Local Coordinator's Handbook" and a wide cross-section of participants was recommended. See Attachment 6 for sample suggested invitational list.

A large chart listing all diffusion workshop locations, dates, state coordinators, and the Project staff members assigned to make the presentation was maintained in the Project office. This chart facilitated the assignment of personnel and equipment and allowed for an overall review of all workshops planned and dates scheduled.



DIFFUSION WORKSHOP SCHEDULE

LOCATION	COORD	DATES	PC-L TEAM
Little Rock, Arkansas Tallahassee, Florida		DEC. 72 Dec 5 Dec 11, 12	J Smith, J. Snider, J Newlin J Smith, J Snider, T Sork, C Tindel
CSU Department of Education Rock Springs, Wyoming Orlando, Florida Trenton, Missouri		JAN. 73 Jan 3 Jan 11 Jan 25 Jan. 30-31	CSU Staff J Snider, S Schroeder, J Rich J Newlin, S Schroeder, J Smith J Snider, J Newlin, M Skrabec, S Mehaffey
Providence, Rhode Island Nashville, Tennessee Ely, Nevada College Park, Maryland Sterling, Colorado Honolulu, Hawaii Harrisburg, Pennsylvania Taos, New Mexico Farmington, Missouri		FEB. Feb 10 Feb 7 Feb 8,9,10 Feb 12 Feb 13, 14 Feb 16 Feb 23, 24 Feb 16, 17 Feb 1	J Snider, M Skrabec, J Smith, A Ensley J Snider, M Skrabec, ~~T Sork~~, ~~J Smith~~, ~~A Ensley~~ C Tindel S Schroeder, T Sork, R Martinez J Snider, J Smith, M Skrabec, A Ensley S Schroeder, J Kincaid, J Snider, C Porter, ~~A Ensley~~ J Snider, J Kincaid, J Newlin S Schroeder, A Ensley, J Newlin C Tindel, R Martinez, T Martinez, C Grover J Snider, J Newlin, M Skrabec, S Mehaffey
Sterling, Colorado Twin Falls, Idaho Boston, Massachusetts Marion, Illinois Phoenix, Arizona San Juan, Puerto Rico Sikeston, Missouri Newport, Oregon Lead-Deadwood, S Dakota Elko, Nevada		MARCH March 1, 2 March 8 March 13 March 14 March 16 March 9-10 March 24 March 29 March 30	R Martinez, T Sork, J Smith C Tindel, C. Porter, C Grover C Porter, R Scott, J Newlin T Sork, R Martinez, C Tindel T. Martinez, R Martinez, C Tindel, C Grover R Martinez, C Tindel, T Sork J. Newlin, P Rourke, S. Schroeder J. Smith, A Ensley, T Sork J. Snider, J. Newlin, M Skrabec
Greece, New York Salt Lake City, Utah Price, Utah Vernal, Utah Amherst, Massachusettes Durham, New Hampshire Jekyll Island, Georgia ~~Detroit, Michigan~~ Austin Texas Lynchburg, Virginia Seattle, Washington		APRIL ~~April~~ April 3 April 4 April 5 April 13 +11 April 14 April 13 April 19 April 26 April 28	J. Snider, J. Smith, M. Skrabec ~~J Smith~~, J Kincaid, C Porter ~~J Smith~~, J. Kincaid, C. Porter ~~J Smith~~, J. Kincaid, C. Porter J. Newlin, S. Schroeder, A. Ensley J. Newlin, S Schroeder, A. Ensley J. Snider, J Smith, M. Skrabec ~~C Porter, R Martinez, J Smith~~ S Schroeder R Martinez, J Smith, A Ensley ~~J Snider, M Skrabec, C Porter~~ T. Sork, S Schroeder
~~Lexington, Kentucky~~ Coeur d Alene, Idaho Minn, Bemidji Cedar Falls, Iowa Miles City, Montana Gold Beach, Oregon Ft Collins, Colorado Raleigh, N Carolina Lincoln, Nebraska Greenville, California		MAY May 1 May 10 May 12 May 2 May 1-2 May 8 May 23 May 25 May 25	J. Snider, J. Kincaid, C Porter, ~~M Skrabec~~ ~~C Tindel~~, R. Martinez, C Grover
Urbana, Illinois Kirksville, Missouri Morehead, Kentucky		JUNE June 1 June 12 June 18	

Diffusion Workshops Scheduling Chart

Project Communi-Link diffusion-dissemination workshops were held at the following locations:

1. Little Rock, Arkansas
2. Tallahassee, Florida
3. Rock Springs, Wyoming
4. Trenton, Missouri
5. Nashville, Tennessee
6. Ely, Nevada
7. Providence, Rhode Island
8. College Park, Maryland
9. Sterling, Colorado
10. Honolulu, Hawaii
11. Taos, New Mexico
12. Harrisburg, Pennsylvania
13. Farmington, Missouri
14. Twin Falls, Idaho
15. Lexington, Massachusetts
16. Marion, Illinois
17. Phoenix, Arizona
18. Elko, Nevada
19. Newport, Oregon
20. Lead-Deadwood, South Dakota
21. Sikeston, Missouri
22. Salt Lake City, Utah
23. Price, Utah
24. Vernal, Utah
25. Amherst, Massachusetts
26. Newton, Massachusetts
27. Concord, New Hampshire
28. Lynchburg, Virginia
29. Seattle, Washington
30. Greece, New York
31. Austin, Texas
32. Jekyll Island, Georgia
33. Coeur d'Alene, Idaho
34. Cedar Rapids, Iowa
35. Raleigh, North Carolina
36. Lincoln, Nebraska
37. Oroville, California
38. Decatur, Illinois
39. Kirksville, Missouri
40. Lexington, Kentucky

Local Coordinators

To assist requesting states in setting up diffusion workshops, an in-state coordinator was identified, whose function was to coordinate with a Communi-Link staff member all the details of preparing for and presenting the workshop. This coordinator was usually appointed by the State Director of Adult Education. In some instances the local coordinator was paid a stipend of $100; this amount varied depending upon individual circumstances.

Local coordinators were supplied a workshop data sheet and a workshop target date planning sheet. The data sheets asked for information concerning local contacts, location of workshop, luncheon costs, availability of accommodations, and detailed information about the facilities for presnting the program. The data sheet was completed and returned to the Project Communi-Link office well in advance of the actual workshop. This practice not only established certain important details beforehand, but also provided an excellent reference source for staff assigned to handle the specific workshop.

The target date sheet facilitated local planning by providing a format for determining both expected and actual completion dates for every aspect of the planning and pre-presentation activity.

A "Local Coordinator's Handbook" was compiled by Project staff and furnished for each local coordinator. See Attachment 6. The handbook contained:

1. An introduction to workshop objectives and purposes.
2. Workshop data sheet, timetable sheet, and planning checklist.
3. Physical facilities and equipment requirements and specifications.

4. Publicity suggestions, including sample news releases and a 10-minute radio interview.
5. Suggested listing of participants and sample form for invitational letters.
6. Luncheon arrangement details.
7. Financial arrangement details.

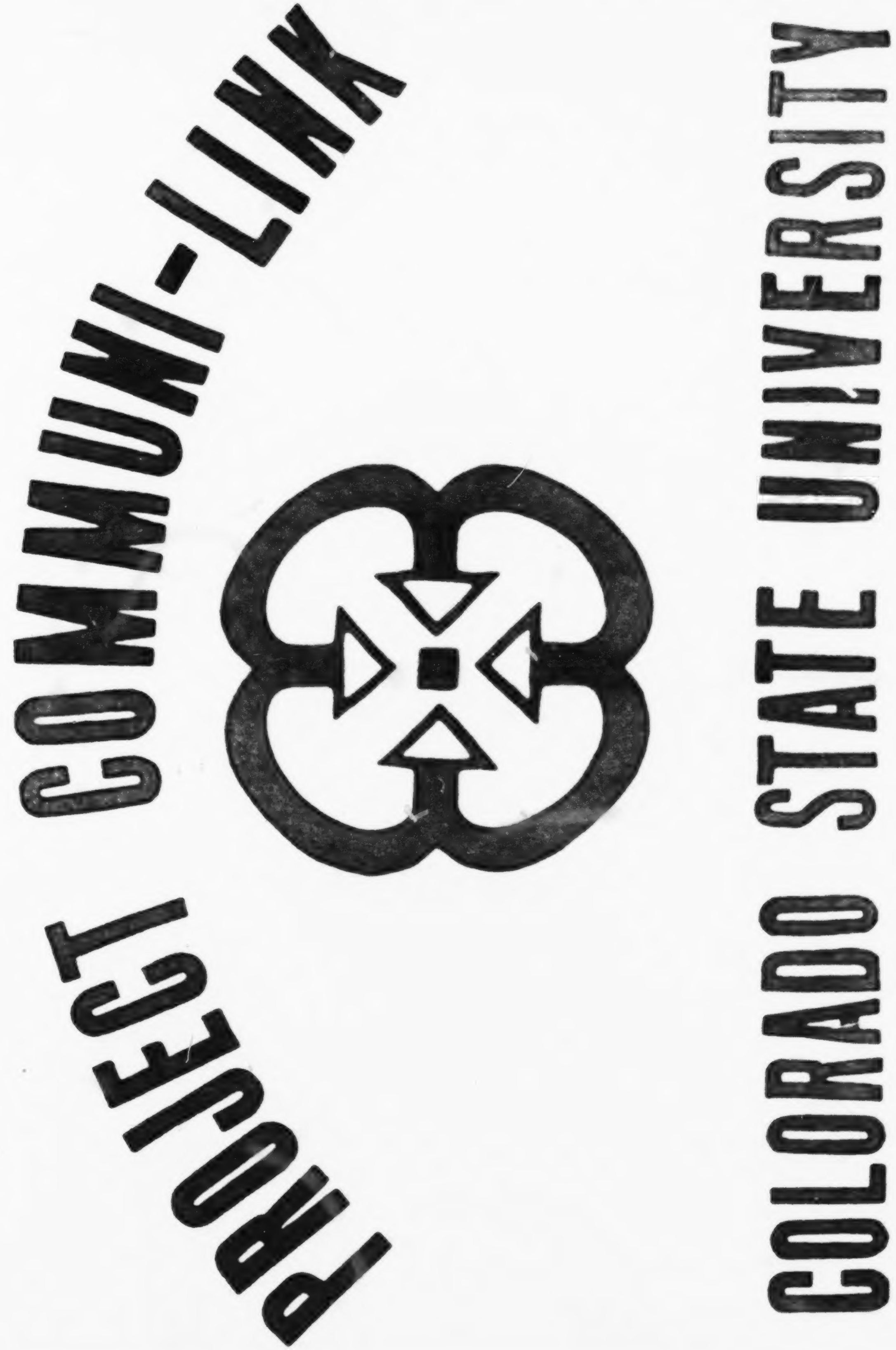
In addition, each state coordinator was provided with 200 Project Communi-Link brochures, 200 flyers containing a program outline, and 200 return postcards for respondents to invitations. Other items developed to enhance the diffusion workshop included an overview booklet describing in detail all aspects of the Project and a display exhibiting samples of Project publications, workshop handbooks, and other distributive material.

PROJECT COMMUNI-LINK
COLORADO STATE UNIVERSITY
COMMUNI-LINK

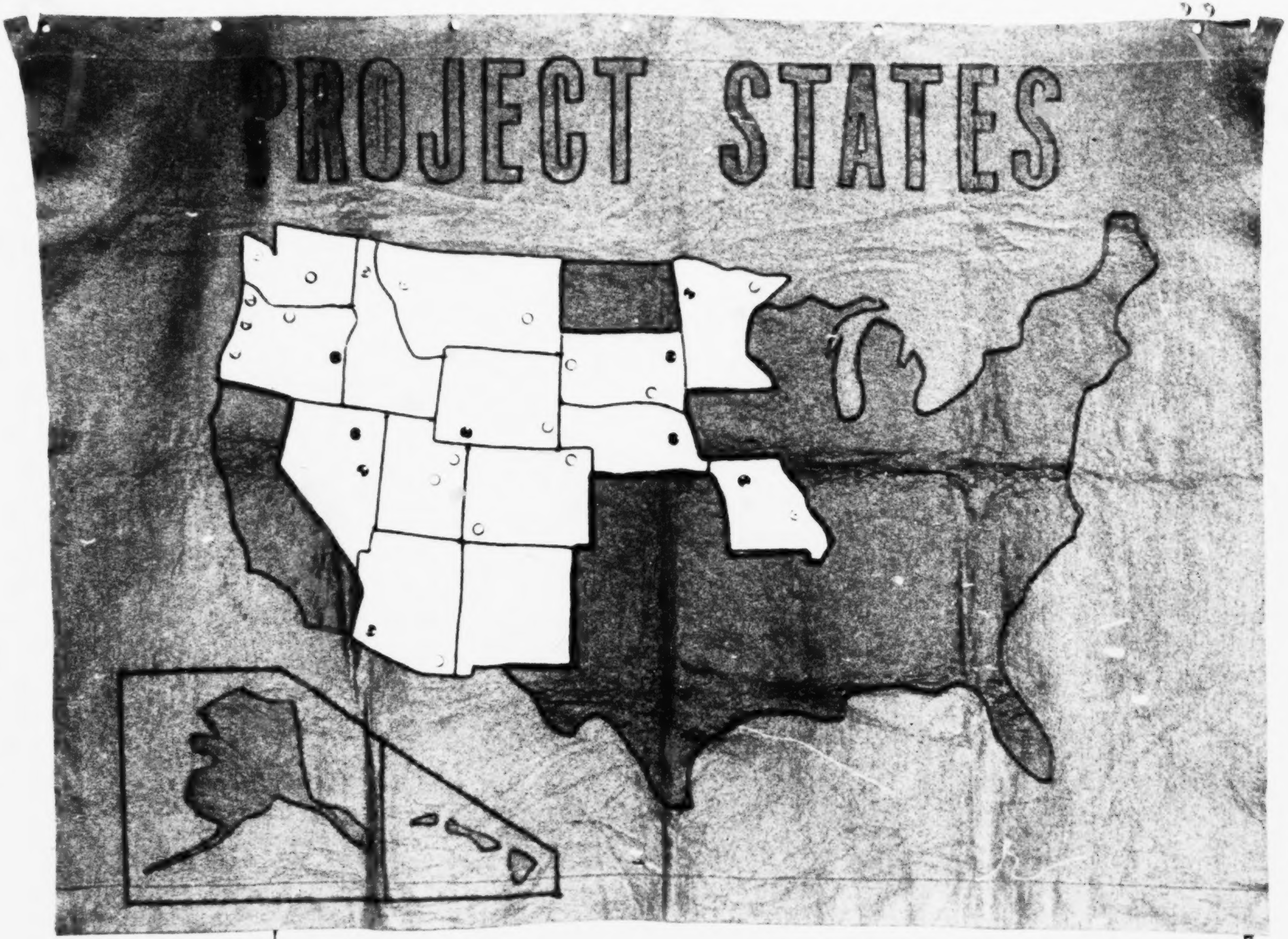
Materials Distributed at Workshops

PROJECT COMMUNI-LINK
Colorado State University
COMMUNICATION LINKAGES
SAMPLE COPY PLEASE DO NOT TAKE
MICROVILLE II

Display Case


PROJECT COMMUNI-LINK
COLORADO STATE UNIVERSITY

Symbol


PROJECT STATES

Map

Invitations and Participants

Invitations to prospective participants were mailed in-state from the State Offices of Adult Education. A sample invitational letter easily adaptable to local uses was supplied in the "Coordinator's Handbook." In addition, the Project furnished return postcards which respondents used for reply to the local coordinator. This was extremely helpful for determining the number of people who planned to attend and how many luncheons to provide. It also allowed for pre-registering and advance lettering of name tags.

A sample listing of suggested prospective participants to invite was provided in each handbook. This was useful to local coordinators as a checklist for confirming that all eligible participants were invited and served to reinforce the Project's concern for attracting groups of a homogeneous nature. The pre-determined estimate of actual numbers of attendees for each workshop was arbitrarily established at 100. A quantity of Project Communi-Link brochures was supplied for each coordinator and one brochure describing Project activities was included in each invitational letter accompanied by a flyer giving a general overview of what the diffusion workshop would entail.

A listing of participants who attended the Nashville, Tennessee diffusion workshop - typical of the kinds of people who attended most diffusion workshops in terms of professional backgrounds and specific interest areas - is seen in Attachment 3.

Materials and Equipment

Materials utilized during the workshop presentation consisted of a variety of audio-visual aids.

1. Six 35 mm color slide sequences with synchronized sound narratives, explaining:

   -Project rationale
   -Pilot community - Price, Utah
   -Whole-man concept
   -Ely, Nevada
   -Products and results
   -State-Community Assistance Networks (SCAN)

2. Seven 16 mm color sound-on-film segments:

   -Leonard Hill, Chairman, National Advisory Council on Adult Education
   -"Second Chance" - interviews with functional illiterates
   -Dr. Charles Divita
   -Microville workshops
   -Dr. John Snider
   -Sid Hullinger (Ely, Nevada)
   -Dr. James M. Kincaid

3. Thirty-four color transparencies or overlays for overhead projector.

4. Display case containing sample booklets, handbooks, materials listings, and other publications available to requestors through Project Communi-Link.

5. MICROVILLE game boards (usually two were displayed at each diffusion workshop).

6. Two banners created specifically for the diffusion workshop presentations, and made of colored felt 36" x 36": one, a map of the United States boldly defining each of the 14 participating states; the other, a large representation of the official Communi-Link symbol.

Equipment utilized during the presentation consisted of one 35 mm Carrousel projector (one standby projector); one 16 mm motion picture projector; one 500-watt overhead projector; one Sound-A-Matic cassette play-back tape recorder; one specially designed switching unit with six heavy duty toggle switches; one audio amplification unit; one lecturn/ podium with microphone; and two large motion picture screens.

The two MICROVILLE game boards displayed at each workshop allowed participants to familiarize themselves with the simulation gaming device's physical make-up and operational procedures. See Attachment 4 for an example of a typical workshop set-up.

A variety of distributive software developed during the life-span of the Project was displayed at each workshop. These items included handbooks and workshop manuals titles: "ABE Teacher Training," "ABE Recruitment and Motivation," "Consumer Education," "Volunteer Tutor Training," "Conducting Community Needs and Resource Surveys," "Training Volunteer Interviewers." Also displayed were MICROVILLE I and II Strategy booklets, "Bibliography of ABE Teacher Training Materials," "Bibliography of CSU Continuing Education Library," Project reports and sample Project newsletters.

Presented to each participant upon registration was a Project Communi-Link folder containing a copy of the Project "Overview Booklet," a Communi-Link brochure, a workshop program, and a special self-addressed postcard for ordering Communi-Link materials. The postcards were given special mention at each workshop and participants were encouraged to make use of them. To be discussed later is the value of these postcards to the overall workshop evaluation strategy.

The workshop presentation strategy included a special seating arrangement for participants. Upon entrance to the workshop area, participants were encouraged to seat themselves apart from their co-workers and close friends in order to facilitate a heterogeneous composition at

Attachment 3

PARTICIPANTS - DIFFUSION WORKSHOP
NASHVILLE, TENNESSEE
February 7, 1973

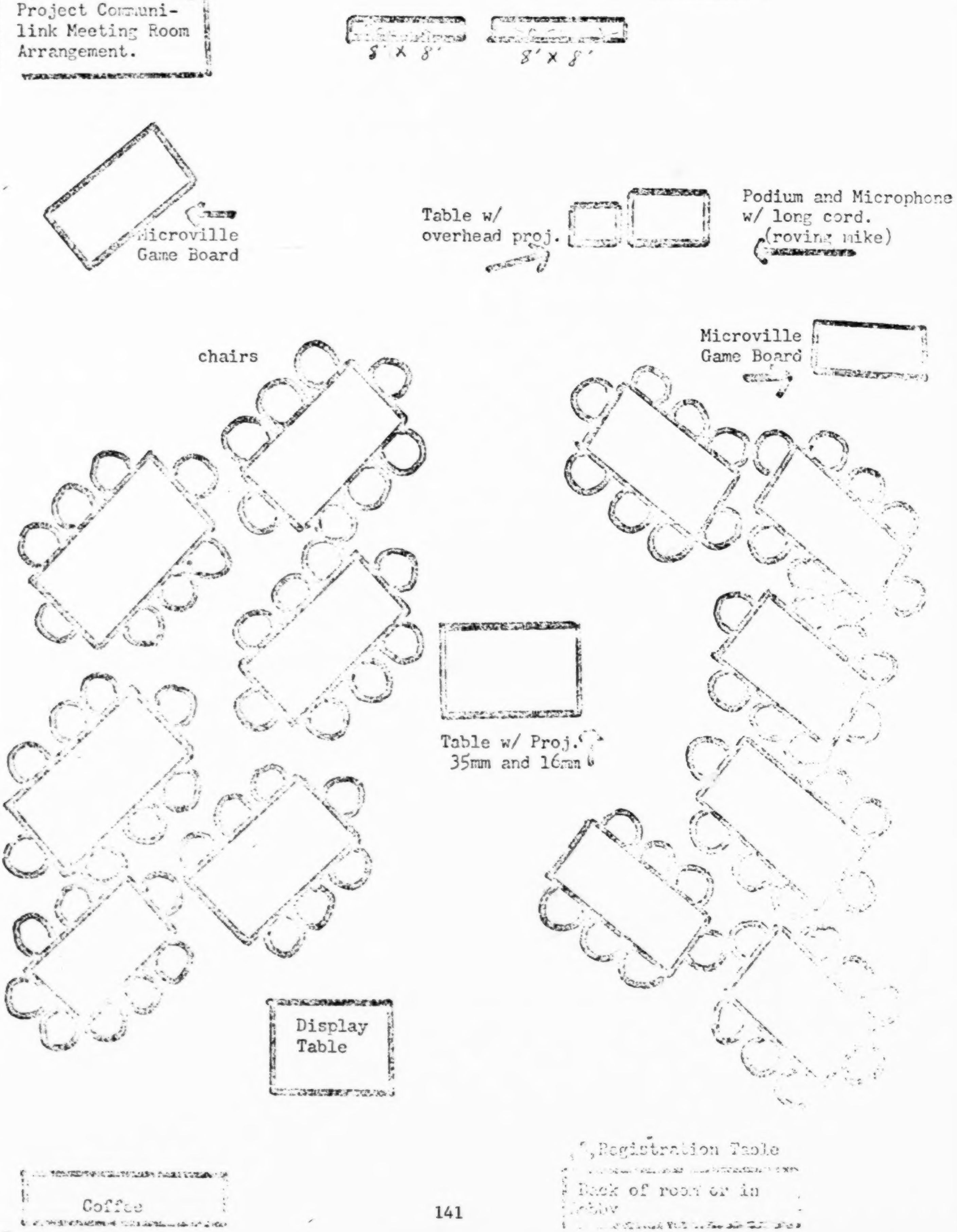
Name	Position	Organization
Vivian Greene	Graduate Student	Tennessee State
Brian Garrett	Staff Development	D. Wallace Community Mental Health Center
Toni Powell	Project Coordinator	Tennessee State
Jonathan Atyas	Graduate Student	Peabody College
Florence Weiland	Supervisor	State Department of Adult Education
H. C. Hardy	Extension & Continuing Education	Tennessee State
Bill Vincent	Social Worker	Mental Health Center
Beverly Clayhooks	Graduate Student	Tennessee State
Carol O'Hare	Member	Junior League
Brenda Coleman	Staff	Vocational Rehabilitation
Janetta Cheers	Staff	" "
Emmett Scott	Staff	" "
Tom Cook	Graduate Student	Peabody College
Barbara Wallston	Graduate Student	" "
Kenneth Wallston	Graduate Student	" "
Virginia Caldwell	Director	Employment Security
James Timms		Tennessee State
Nanette Whitney	Staff	MAC
Ann Lewis	Staff	"
Naomi Bowen	Staff	"
Edna Cole	Staff	"
Earl Woods	Staff	Planned Parenthood
Bob Newbrough	Director, Center for Community Education	Peabody College
Alfreda Vargas	Graduate Student	" "
V. K. Varma	Graduate Student	" "
Dorothy Mason	Graduate Student	" "
Bettye Otey	Graduate Student	" "
Max Buffington	"701" Project Office	Metro. Government
Lynda Smith	ABE Teacher	OIC

Attachment 3 Continued

Name	Position	Organization
Mary Simmons	Student	OIC
Eula Roberts	Student	OIC
Ann Parker	ABE Teacher	OIC
Bob Goodridge	Graduate Student	Peabody College
James White	President	Goodwill Industries
Janie Nesbitt	Graduate Student	Tennessee State
Irwin Galdzweig	Psychologist	D. Wallace Community Mental Health Center
Rick Greentree	Graduate Student	Peabody College
Hazel Burks	Graduate Student	Tennessee State
Joyce Clark	Student	Opportunities Industrialization Center
Polly Allen	WIN Program Supervisor	Employment Security
Zulee Ursery	VISTA Supervisor	
Shirley Neal	Counselor	Vocational Rehabilitation
Earlene Clark	Aide	Metro Action Committee
Mattie Buchanon	Comm. Organizer	Comm. Health Center
Edna Cole	Comm. Organizer	" " "
Robert Reibec	Continuing Education	Scarritt College
Jim Topp	Psychology Intern	Mental Health Center
Brenda Holland	Training Director	OIC
Georgia Moody	Graduate Student	Tennessee State
Frances Thompson	Executive Director	Community Center
Jim Zralek		Public Health Dept.
Minnie Patton	Student	OIC
Lucille Dean	Director	Mental Health Center
Carole Vacher	Psychology Intern	Peabody College
James Wallace	Counselor	Vocational Rehabilitation
Marylouise Ritter	Asst. Professor	Tennessee State
Harriett Boswell	Editorial Aide	MAC
Leah Thornton		Tennessee State
Ronald Cunningham	Director	OIC
Harold Kendrick	Research Director	Council of Community Service

Attachment 4

Diffusion Workshop Project Communilink Meeting Room Arrangement.


8' x 8'
8' x 8'
Microville Game Board
Table w/ overhead proj.
Podium and Microphone w/ long cord. (roving mike)
Microville Game Board
chairs
Table w/ Proj. 35mm and 16mm
Display Table
Registration Table
Back of room or in lobby
Coffee

each workshop table. Tables were set up to seat six to eight participants. This pre-designed plan for seating participants was utilized during the course of the workshop to demonstrate an example of establishing communication linkages among and between individuals from dissimilar backgrounds and professional interests.

Participant Involvement

Programmed into the workshop at strategic junctures were periods for participant involvement. Early in the workshop presentation, participants were asked to share with others in the group at their table their names, occupation, and employer, their job-related interests, and the kinds of programs in which they were currently involved. Volunteers were then encouraged to step before the entire workshop audience and relate these points of information to the group as a whole. During some workshops participants were asked to develop, both individually and as a group, a strategy for assessing needs and wants within a community. Volunteers again were asked to relate these strategies to the entire group. Two to three question and answer periods during the course of the workshop and one final question and answer period at the workshop's conclusion were also provided to facilitate individual participation.

Evaluation

The effectiveness of the multi-media workshop in accomplishing the objective was measured by an appropriate evaluation instrument mailed to a random sample of those attending each workshop; and through informal discussion and question and answer periods, via staff notation of the types of questions asked.

Attachment 5

Dear

You recently attended a dissemination workshop conducted by Project Communi-Link of Colorado State University. The enclosed brief questionnaire was developed by the internal evaluation group for the project, the Human Factors Research Laboratory. The purpose of the questionnaire is to obtain information from workshop participants of their perceptions of Project Communi-Link.

Your cooperation in completing the questionnaire and returning it in the stamped envelope will be most appreciated. Your responses will not be identified with your name to anyone.

Sincerely yours,

Douglas Sjogren,
Human Factors Research Lab
Colorado State University.

DISSEMINATION WORKSHOP QUESTIONNAIRE

PROJECT COMMUNI-LINK

I. Background Information

a. Your present job or position ____________________

b. Years in present job ____________________

c. Your age: ( ) Under 20 ( ) 40-49
( ) 20-29 ( ) 50-59
( ) 30-39 ( ) 60 or over

d. Your sex: ( ) Female ( ) Male

e. Please comment on your reason for attending the dissemination workshop.

____

____

II. Perceptions of Project Communi-Link

Respond to each of the statements using the following key.

Circle: SA if you strongly agree with the statement
A if you agree
U if you are undecided or neutral
D if you disagree
SD if you strongly disagree

Use the comments space to expand on or explain your answer.

a. The idea of Communi-Link is a useful innovation for adult education. SA A U D SD

Comments: ____________________

____

b. The Microville game is a technique I would like to use in my situation. SA A U D SD

Comments: ____________________

____

c. I feel the total Communi-Link approach would be useful in my situation. SA A U D SD

Comments: ____________________

____

d. I expect that Project Communi-Link will have an important impact on adult education. SA A U D SD

Comments:

e. Most communities would benefit from using the Communi-Link ideas. SA A U D SD

Comments:

f. Communi-Link is just another project that spent considerable money but did little of lasting impact. SA A U D SD

Comments:

g. I intend to learn more about Communi-Link. SA A U D SD

Comments:

h. The Microville game should be widely disseminated. SA A U D SD

Comments;

i. The Federal Government should stop funding projects like Communi-Link and spend the money on the actual educational programs. SA A U D SD

Comments:

j. I am impressed that Project Communi-Link has had a positive impact in the places where it has been working. SA A U D SD

Comments;

k. I obtained a good level of awareness of Project Communi-Link at the workshop. SA A U D SD

Comments:

The evaluation procedures sought to determine:

1. Effectiveness or ineffectiveness of the diffusion presentation methods.
2. Grasp by the audience of Communi-Link concepts, rationale, objectives, methodology, and outcomes.
3. Positive or negative feelings of the audience toward Communi-Link philosophy, program development process, process training techniques, training tools, initiation and implementation procedures, products and results.
4. Individual audience members' judgments concerning the usefulness of Communi-Link concepts and methodology relative to specific program development problem solving applications within their present experience.

Attachment 5 is a sample of the evaluation instrument used.

RESULTS

Diffusion-dissemination workshops have been held in 36 states throughout the nation. Most workshops were presented at the invitation of State Directors of Adult Education, although some were in response to invitations from local officials within pilot communities.

Attendance at the workshops averaged about 60 participants. It is estimated that approximately 2,500 persons viewed the diffusion program. A wide cross-section of participants representing a variety of professional interests have attended these programs (see Attachment 2).

High interest levels were maintained at the majority of workshops. This was true particularly when workshop participants were from diverse backgrounds and groups could be characterized as heterogeneous rather than homogeneous.

It was obvious that in most instances communication linkages were being established among participants, particularly among those who were meeting each other and hearing of each other's programs and activities for the first time. To be included among the positive outcomes were the numerous requests for MICROVILLE workshops from non-participating states; however, due to time and budget constraints very few of these could be honored.

Participants spent a great deal of time examining displayed Project materials, which resulted in numerous requests for copies of workshop manuals, special handbooks, and other informative Project literature. Requests for materials were answered promptly through the Materials Center established at CSU for this purpose. A description of the operation of the Center is contained elsewhere in this report.

There is no doubt that the diffusion workshops generated renewed awareness in participants of the integrated needs of individuals in terms of Maslow's hierarchy. This was borne out in the kinds of questions that were raised at many of the sessions. The workshops also helped to reinforce feelings and attitudes held by many who agreed with the Project hypothesis pertaining to the lack of coordinative delivery efforts among agencies and institutions. The same holds true for those who agreed that programming duplications, gaps, and overlaps were impeding efficient program operation in meeting needs of target populations.

Another positive outcome noted by staff members was the acceptance by many participants of the program development process model utilized within the Project. There were numerous questions pertaining to the five-stage model and its application within pilot communities. It was obvious that many were becoming acquainted with the process for the first time and gave indications they would adopt or adapt it for their own particular programming efforts.

Positive outcomes in terms of the Project and the Project staff include:

1. National awareness of Project Communi-Link.
2. National visibility of Colorado State University and the Project staff.
3. Professional enrichment of the Project staff.
4. Opportunities for feedback to staff that the Project had been extremely useful in assisting pilot communities and had successfully achieved many of its short-range and long-range objectives.
5. New lines of communication between Project staff members and workshop participants.
6. Subsequent follow-up Project activity within non-Project states.

Among the negative outcomes noted was the fact that many participants exhibited degrees of frustration knowing the Project was not available to their states, that the Project was soon to be terminated, or that their requests for special workshops and other types of consultative assistance could not be met. Pilot communities also voiced their frustrations for many of the same reasons, principally that the Project was due to terminate and they would no longer have the assistance of the CSU staff.

One of the chief reservations raised at several of the workshops concerned the applicability of the Project within large metropolitan centers. Several participants seemed to feel that though the concepts were valid and the program development methodology was well constructed, the process would have great difficulty operating successfully outside of rural or small community settings. The staff did its best to answer the question, but no answer entirely satisfied those who raised this kind of concern.

Enhancers

1. Group involvement. Involvement of participants helped provide a more congenial atmosphere. Several group participation elements were built into the presentation.
2. Physical facility layout. Grouping and positioning of tables on an angle pointing toward speaker with six to eight persons seated at a table proved to be the best physical arrangement.
3. Attention to details. Periodic calls to local coordinators to check on details was important and eliminated confusion and mistakes.
4. Good advance planning. Coordinators were urged to read over every detail in the Handbook and to call in or write if there were questions.
5. Good equipment. Large screens, clean lenses, good sound reproduction, etc., enhanced the effectiveness of the overall presentation.
6. Proper pacing. A smooth, well-paced presentation eliminated boredom.
7. Heterogeneity at tables. Mixing participants stimulated a higher degree of interaction and exchange of fresh ideas.
8. Advance review of workshop. Advance knowledge of the program helped to provide a clear perspective of the reasons for the diffusion and what areas were to be covered.

9. Coffee breaks. Breaks were needed to break up tedium of sitting still for hours and facilitated "mixing" of group.

10. Inservice training. It was most important to have training sessions for all staff members to familiarize themselves with the flexibility of the format and technicalities of operating equipment.

11. Question and answer periods. Participants became involved, revealed their concerns, and benefited from clarified points of interest as a result of question and answer sessions.

12. Roving microphone. Speaker flexibility during the presentation was facilitated by a movable microphone which allowed for closer proximity to the audience and greater audience participation.

13. Brevity in bridging. Too much talk led to repetition and overemphasis, both deterents to effectiveness. Repetitive information was avoided unless needed for reinforcement.

14. Aura of efficiency and professionalism. Audiences relaxed and enjoyed the presentation when no bothersome distractions were present.

Impeders

1. The absence of any above named enhancers.
2. Question and answer periods which were too lengthy.
3. Audience participation segments which were inappropriate in length.
4. Late starts.
5. Inaudible speakers.
6. Poor lighting control.

7. Poor operation of equipment - cueing, sound levels, positioning of projected images, etc.
8. Improper table arrangements or uncomfortable seating.

CONCLUSIONS

Perhaps for the first time in the history of federally funded demonstration programs, a comprehensive and detailed diffusion-dissemination workshop describing all aspects of a specific project, in this case Project Communi-Link, has been successfully accomplished on a nationwide basis. Through extensive pre-planning and careful development of highly informative multi-media materials, there seemed little doubt in the minds of staff members that the purposes for conducting the workshops were achieved. The flexibility built into the workshop by the provision of a variety of audio-visual components allowed for easy adaptation of program materials to the varying time allowances of specific workshop circumstances.

Visitations with Regional Program Officers held prior to meetings with individual State Directors of Adult Education played an important part in creating a climate of receptivity for the diffusion workshop, resulting in more invitations. The large numbers of requests that were received by Project staff for specialized workshop materials, additional Project information, handbooks, manuals, and other descriptive literature indicated that much of what the Project had accomplished was new, different, innovative and helpful to others in planning adult education or community improvement programs. Requests for such materials came from about 30 percent of the total workshop participants.

IMPLICATIONS AND RECOMMENDATIONS

Generally speaking the diffusion workshop presentation developed into an effective multi-media dissemination package. A great deal of "lead" time is required for an undertaking of this nature since many hours are spent on collecting, preparing, and processing visual materials (overhead transparencies, 35 mm slides, motion picture film) and in the writing and re-writing of narration. It is strongly recommended that anyone contemplating an extensive audio-visual treatment of a project for diffusion purposes take this time factor seriously and plan accordingly.

Additionally, the total diffusion package was a product of the entire Project staff. Initially, a diffusion committee was responsible for the early planning and some preliminary decision making. However, as the package began to take shape, it became increasingly important for each staff member to review the program content and to contribute ideas and suggestions regarding content, format, and method of presentation. It is recommended that this practice of involving total staff in all phases of diffusion workshop development be adhered to, particularly in situations such as this where it would be most difficult for a single individual or sub-committee group to provide the expertise and background experiences required to develop a comprehensive diffusion package inclusive of all aspects of the Project.

Flexibility was a key characteristic of the Project diffusion format. A wide choice of program material was provided to allow for variations in presentation style and unpredictable time constraints depending upon special circumstances. Some diffusion presentations were made at state AEA conferences and at other special meetings that allowed only one to two hours.

However, the diffusion workshop was constructed of units or segments that could be either dropped or condensed to fit within varying time frames. It is recommended that this element of flexibility be of prime consideration to any group constructing a diffusion workshop of this magnitude.

It was also helpful to keep in mind that lay people and others outside the field of adult education would be in attendance at many of the workshops. For this reason the staff was careful to avoid using words and phrases of purely academic jargon.

A subjective analysis of and subsequent conclusions about the immediate effect of the diffusion-dissemination workshop on all who attended were difficult to make. There were many indications that the workshop was achieving its objective insofar as communicating the subject matter through the chosen media was concerned. A more accurate subjective analysis resulted from questionnaires sent to a random sample of participants from each workshop.

A section of this report is devoted to an analysis of the comments and reactions returned to us by those receiving the random sample evaluation instrument. For a complete review of these comments, please see the chapter on Evaluation.

Attachment 6

DIFFUSION WORKSHOP
PROJECT COMMUNI-LINK
Colorado State University

LOCAL COORDINATOR'S PLAN OF ACTION

CONTENTS

I. INTRODUCTION

II. GENERAL PROCEDURES

- Workshop Data Sheet
- Suggested Timetable
- Workshop Checklist

III. PHYSICAL FACILITIES AND EQUIPMENT

- Room Arrangement
- Equipment Specifications

IV. LUNCHEON AND REFRESHMENTS

V. PUBLICITY

- News Releases - Brief and Expanded
- Feature Article
- Newsletter Copy - State Inter-Agency
    - -Extension Service
    - -Adult Education
- Radio Tape - 10 minute

VI. REGISTRATION

- Suggested List of Participants
- Sample Invitational Letter
- Sample Follow-up Letter
- Return Postcard
- Sample Confirmation Letter

VII. FINANCIAL PROCEDURES

11/9/72

LOCAL COORDINATOR'S PLAN OF ACTION
FOR
DIFFUSION WORKSHOP

INTRODUCTION

As a Local Coordinator for the Project Communi-Link Diffusion Workshop, you have been asked to be responsible for the local arrangements necessary to conduct the program. This PLAN OF ACTION is designed to assist you in this task by providing necessary materials, instructions and specifications which we hope will prove helpful as you make the required arrangements.

We would like to stress that the information and materials included in this plan are for the most part suggestions. Circumstances at the local level may necessitate rewriting or even discarding portions of the suggested materials.

Our intent is to assist you in any way we can in helping to make the Diffusion Workshop a success.

With this as an introduction, we hope you will now take time to look over the materials contained herein and become familiar with the basic processes involved in coordinating the Diffusion Workshop.

NOTE: If you run into a problem and feel you need help, please don't hesitate to write or call Project Communi-Link at the following address:

Diffusion Committee
Project Communi-Link
Department of Education
Room 213 Liberal Arts Building
Colorado State University
Fort Collins, Colorado 80521

or call collect

Mr. Joe Newlin (303) 491-5316
or
Mr. Tom Sork (303) 491-5798

LOCAL COORDINATOR'S PLAN OF ACTION

GENERAL PROCEDURES

This section will be devoted to a general overview of the processes involved in planning for the Diffusion Workshop. Attached to this section are the following:

Workshop Data Sheet
Suggested Timetable
Workshop Checklist

Workshop Data Sheet

This form is designed for both your use and for the use of Project Communi-Link. As you progress in making plans for the workshop we will record each item completed as you notify us. In this manner we both will know where the planning process is and things which are yet to be completed. In addition, this information will be used to construct the final Workshop Program which will be supplied by Project Communi-Link.

Suggested Timetable (stress suggested)

From experience we have determined that in order to successfully conduct a workshop, certain tasks must be completed so many months, weeks or days prior to the Workshop. This form lists, in approximate chronological order, the major tasks to be completed and the amount of time prior to the workshop when they should be completed. Again, this is only a suggested timetable. Local conditions may necessitate reworking this schedule. Use your own judgment.

Workshop Checklist

We have found that as items are completed, it is valuable to check them off, indicating date completed, on a one-sheet list. This list then serves as a quick reference for the Coordinator for items left to be done.

The list includes only major items. Feel free to add other items as you think of them. Project Communi-Link will maintain a duplicate of this form in our files so that we can keep abreast of planning progress. You may wish to convert the time periods listed on the Timetable into target dates on the checklist.

Attachment 6 Continued

DIFFUSION WORKSHOP - PROJECT COMMUNI-LINK

WORKSHOP DATA SHEET

Date of Contact ______________________ Date of Workshop ______________________

Location of Workshop ______________________ town ______________________ state

Est. Attendance __________ Participation From: ______________________ region or state(s)

Contacted by: Name ______________________ Phone __________

Affiliation ______________________

Address ______________________

____

Local Coordinator: Name ______________________ Phone __________

Affiliation ______________________

Address ______________________

____

FACILITY: Name ______________________ Phone __________

Address ______________________

____

Registration Area ______________ (description) Reserved ____ time ____ date to ____ time ____ date

Meeting Room ______________ (name or number) Reserved ____ time ____ date to ____ time ____ date

Capacity __________ Contact Person ______________________

Luncheon Room ______________ (Name or number) Reserved ____ time ____ date to ____ time ____ date

Capacity __________ Contact (catering) ______________________

Coffee breaks to be served in ______________________

Luncheon Entree ______________ Guaranteed No. ______ Actual No. ______

LODGING: Cost per night: Double $ ________; Single $ ________; ________ $ ________

Participants are responsible for their own lodging arrangements and charges.

FINANCIAL: Cost estimate per person $ ________ (to include luncheon, refreshments, tax and tip). Approved ________ (date) by ______________________

TEAM ASSIGNED: (.S.U. Project Staff)
1. ______________________
2. ______________________
3. ______________________

NOTES:

DIFFUSION WORKSHOP
PROJECT COMMUNI-LINK

WORKSHOP CHECKLIST

Target Date	Date Completed	
		PHYSICAL FACILITIES AND EQUIPMENT
______	______	Date determined
______	______	Location selected
______	______	Meeting room reserved
______	______	Room arrangement determined
______	______	Equipment ordered (AV, PA)
______	______	Pick-up and return of equipment arranged
______	______	Directional signs arranged for
		LUNCHEON AND REFRESHMENTS
______	______	Dining room reserved
______	______	Menu selected
______	______	Refreshments ordered
______	______	Area for refreshments determined
______	______	Numbers expected to catering
______	______	
______	______	
______	______	
		PUBLICITY
______	______	List of proposed attendees obtained
______	______	Newsletter copy sent
______	______	News releases sent to papers
______	______	Radio tape distributed
______	______	
______	______	
______	______	
		REGISTRATION
______	______	Location determined
______	______	Invitation letter w/brochure and return card sent
______	______	Follow-up letter sent
______	______	Confirmation letter w/map sent
______	______	Local maps obtained
______	______	Name tags obtained
______	______	Personnel selected
______	______	Table(s) and chair(s) ordered
______	______	Participant list typed
______	______	
______	______	
		FINANCIAL
______	______	Cost estimate obtained
______	______	Estimate forwarded to CSU
______	______	Estimate approved by CSU
______	______	Billing obtained
______	______	Billing approved and forwarded to CSU (participant list attached)

DIFFUSION WORKSHOP
PROJECT COMMUNI-LINK

SUGGESTED TIMETABLE
(Assumes date has been determined)

TWO MONTHS IN ADVANCE

Determine Facility
Reserve Meeting and Dining Room
Prepare Mailing List
Send Letters of Invitation
Select Luncheon Menu
Obtain Cost Estimate
Send Newsletter Copy
Send Cost Estimate to CSU

SIX WEEKS IN ADVANCE

Order AV Equipment
Contact Radio Stations (10 min. tape)

FOUR WEEKS IN ADVANCE

Send Follow-up Letter
Registration Supplies Obtained

THREE WEEKS IN ADVANCE

Send News Releases to Newspapers
Registration Personnel Contacted

TWO WEEKS IN ADVANCE

Arrange Pick-up and Delivery of AV Equipment

ONE WEEK IN ADVANCE

Accurate Number to CSU
Update Numbers to Catering
Brief Registration Personnel

ONE DAY IN ADVANCE

Pick up Radio Tape from Station
Update Numbers to Catering
Dinner with Communi-Link Staff
Equipment Delivered to Meeting Room
Check Meeting Room Arrangement

DAY OF WORKSHOP

Check Registration Set-up and Supplies
Check Dining Rooms
Directional Signs in Place
Greet Participants
Arrange for Message Delivery
Update Catering (9 a.m.)

AFTER WORKSHOP

Return AV Equipment
Obtain Billing from Facility
Participant List Typed
Check and OK Billing
Send Billing w/Participant List to CSU
Send Thank You Letters to Participants

NOTE: The Communi-Link staff will conduct a workshop evaluation, a copy of which will be sent to the Local Coordinator.

DIFFUSION WORKSHOP
PROJECT COMMUNI-LINK
Colorado State University

FACILITIES REQUIREMENTS

Determine Location

After the date for the workshop has been determined, the next step - and an important one - is selecting the location for the meeting. Some important considerations are as follows:

1. Is the location accessible to most attendees in relation to type of transportation they will be using?
2. Is it centrally or conveniently located?
3. Are the prices for overnight accommodations within range for those participants who may wish to stay overnight?
4. Is adequate public transportation available?
5. Are the meeting room and dining facilities adequate for the size group you expect?

Meeting Room Arrangements

Most establishments which cater to conference groups will provide a meeting room free of charge when a luncheon is also planned. For this reason Project Communi-Link will not pay for meeting room space. The room itself should have a minimum capacity of 100 people at tables plus program space in the front.

Attached is a sketch of the approximate room arrangement needed for the program presentation. Determination of the actual seating style will be left up to the local coordinator and will depend on the number of participants expected and the dimensions of the room. (A table and chair arrangement is preferred.) Some considerations on room selection and arrangement include:

1. Can the room be darkened adequately and quickly for projection purposes?

Facilities Requirements

2. Are electrical outlets and extension cords close at hand?

3. Can the room be reserved the evening prior to the workshop? This time will be needed to set up equipment and try out systems. (Avoid locations where another group is scheduled to use the room *immediately* after the conclusion of the workshop.)

4. Can refreshments be served in the room or nearby without disturbing the workshop program?

5. Are adequate directional signs available to assist participants in locating the meeting room?

6. Can registration be conducted inside or nearby outside the meeting room?

7. Can all participants view the presentation without obstruction?

8. Is an *adequate* public address system available for use during the workshop?

9. Are heating, air conditioning or ventillation systems adequate and can they be easily adjusted while the workshop is in session?

Equipment Requirements

Several pieces of standard audio-visual equipment will be needed for the duration of the workshop. If at all possible this equipment should be obtained from the State Department of Education or other related agency. This procedure will avoid charges for equipment rental which cannot be covered by Project funds.

Equipment should be in place the evening prior to the workshop. This will allow the workshop staff to pre-test each machine and correct any problems prior to the opening session. Some points to consider when arranging for this equipment are as follows:

1. Does the equipment meet the specifications? (LIST ATTACHED)

2. Are the lens sizes appropriate for the size of the room?

3. Are spare bulbs available for each machine?

   35 mm

   Overhead

   16 mm - both sound and projection bulbs.

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DIFFUSION WORKSHOPS
PROJECT COMMUNI-LINK

EQUIPMENT NEEDS

The following equipment should be in place the evening prior to the opening session of the workshop:

1 - Kodak carousel 35 mm slide projector with:
  - a) Remote control switch
  - b) Audio Cueing capability
  - c) Automatic focus
  - d) Zoom lens

  Any model except: 550, 550R, 570, AV 580, RA-950, or Carousel S.

1 - Overhead (transparency) projector

1 - 16 mm sound movie projector with appropriate lens to fill 84" x 84" screen from back of meeting room

2 - screens (at least 84" x 84" each)

1 - public address system with podium in front and 50 foot microphone cord extension

3 - Tables or Projection carts for audio visual equipment

1 - 2' x 3' table in back of room for control unit

The area for refreshment breaks should be placed such that the set-up process (noise) prior to the break will not disturb the workshop program.

The set-up should be adequate to allow all participants to go through the line or lines within a ten-minute period.

DIFFUSION WORKSHOP
PROJECT COMMUNI-LINK
Colorado State University

PUBLICITY

This section is designed to assist the local coordinator in "getting the word out" using the various news media available. Following are the contents of this section:

News Releases - One brief one which can also be used as a 30-second radio "spot" announcement.

- One expanded article of approximately 250 words.

These releases should be sent to the appropriate newspapers or radio stations two to three weeks prior to the workshop. This will allow interested individuals to obtain further information in time to register for the workshop.

Feature Article - To be used in "Sunday Supplement" type media. Again, to be an effective piece of publicity this article should be released two to three weeks prior to the workshop.

Pictures - (Enclosed in envelope with radio tape). These may be used at the discretion of the local coordinator.

Newsletter Copy and Instruction Sheet - This copy should be distributed to the appropriate newsletter editors at least two months in advance of the workshop (See instruction sheet for further hints.)

10-Minute Radio Tape and Instruction Sheet - The cassette tape can be found in the envelope accompanying this PLAN OF ACTION. (See instruction sheet for proper use of tape.)

Publicity Hints

1. Direct contact with media is always more effective than written correspondence.

2. Check with Governor's Press Secretary or state office of tourist promotion for statewide list of newspapers.

3. Invite news media representatives to attend workshop session.

4. Land-Grant Universities usually have excellent statewide distribution systems for related news articles.

5. Always double check information for accuracy before distributing it to news media.

6. An article accompanied by an action photo always has a better chance of being published than one without a photo.

7. If you feel like rewriting any or all of the articles in your own style please do so. It's always easier to promote an article with some "local interest" than one which is only informative.

8. A copy of the one page workshop program should be attached to each news release and newsletter sent to the media.

9. Know and meet deadline dates of all the media you work with.

SAMPLE PRESS RELEASE OR 30 SECOND "SPOT" ANNOUNCEMENT FOR RADIO AND TELEVISION

FOR IMMEDIATE RELEASE

Community Improvement Workshop

____
(local sponsoring agency)

____
(local coordinators
name and address)

State, regional, and local leaders from (state) will meet on (date) in (city) to learn about a project designed to assist communities and states to coordinate efforts toward local problem solving.

Project Communi-Link is based at Colorado State University in Fort Collins, Colorado. It operates in 32 communities within a 14 state area.

The purpose of the workshop is to share with (state) leaders the Project Communi-Link activities and methods of its operation.

This workshop is co-sponsored by (local agency) and Project Communi-Link and will be held at (specify place). For further information contact ____________________ ____________________, workshop coordinator.

SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

Community Improvement Workshop

____
(local co-sponsoring agency)

____
(local coordinator's name
and address)

State, regional, and local leaders from ___(state)___ will meet on ___(date)___ in ___(city)___ to learn about a project designed to assist communities and states to coordinate efforts toward local problem-solving.

Project Communi-Link is based at Colorado State University in Fort Collins, Colorado. It operates in 32 communities within a 14 state area.

The Project was envisioned and developed by Dr. James M. Kincaid, Jr., Professor of Continuing Education at C.S.U. and Project Co-Director. It encourages the development and enhancement of communication linkages necessary for communities to identify problems, assess resources and mobilize resources to meet local needs. In the Project's workshops, community representatives join together to discuss both problems and resources in their community, as well as some possible strategies for improving local communications. In addition, workshop participants experience "Microville", a simulation game, developed by Dr. John C. Snider, Co-Director of the Project. "Microville" trains local citizens and agency representatives in the process of community-wide adult education program development.

___(state)___ is among 36 non-Project states that will host the diffusion workshop which will acquaint state leaders with Project Communi-Link activities and operational methods. The workshop will be presented by the Colorado State University Project staff and is co-sponsored by ___(local co-sponsoring agency)___. For further information contact ___(local coordinators name and address)___ workshop coordinator.

SAMPLE "FEATURE" ARTICLE FOR NEWSPAPER, SUNDAY NEWS SUPPLEMENTS, ETC.

Community Improvement Project

DATE TO RELEASE: ________________

____
(Local Co-Sponsoring Agent)

____
(local coordinator, address, etc.)

"What can we do to decrease poverty and crime? How can we protect our environment? Isn't there a way we can lower our unemployment rate? Why is there so much apathy in our community?" These are only some of the questions we frequently ask, but never seem to be able to answer.

In 32 pilot communities of 14 western states, Project Communi-Link is helping communities find their own answers to these questions. Communi-Link, a U.S. Office of Eductation special demonstration project, has been in operation for the past two and one-half years with its base at Colorado State University, Fort Collins, Colorado. The Project was developed by Dr. James M. Kincaid, Jr., Professor of Continuing Education at Colorado State University and Co-Director of Project Communi-Link.

Project Communi-Link is aware of the many problems which exist in communities of all sizes and believes these problems to be symptoms of unmet needs of the people. Although many agencies, organizations, and insitutions exist in every community to meet the needs of people, duplications in service and fragmented efforts on the part of these agencies stand in the way of meeting the real needs of people. In order to solve these problems, changes are needed. This involves a change in people. Project Communi-Link believes that a means of bringing about change in people is through adult education.

The intent of the Project is to help citizens develop a "linked" community in which communication flows between and among agencies, organizations, and individuals concerned with adult education and the improvement of their community. Through these linkages, problems can be identified and resources can be mobilized toward solving problems, and meeting needs of people.

In working toward this goal of a "linked" community, Project Communi-Link staff train local citizens and agency representatives in the processes of community wide adult education program development through the use of a simulation game called "MICROVILLE". "MICROVILLE" was developed by Dr. John C. Snider, Assistant Professor of Continuing Education at Colorado State University and Co-Director of Project Communi-Link. In the day and one-half workshop, local citizens have the opportunity to experience group decision-making processes by becoming actively involved in the development of a comprehensive adult education program for the imaginary town of "MICROVILLE". Each workshop participant becomes a citizen of the community and a member of the city's Adult Education Council. Over the past two and one-half years, 4500 people have experienced "MICROVILLE".

In addition to "MICROVILLE" workshops, Project Communi-Link staff provide survey assistance to those pilot communities concerned with assessing the total needs of their community. Other "special" workshops have been conducted, including adult basic education teacher training, ABE Motivation and Recruitment, program development in basic consumer education and development of adult education materials.

As a result of the combined efforts of individuals and agencies in the pilot communities and Project Communi-Link, many worthwhile results have been seen. Many communities have formed adult education or community improvement councils with membership representing the entire community. Other communities have improved already existing councils. Numerous communities have conducted needs assessments on a community-wide basis. Other activities undertaken by pilot communities include publishing local resource directories and establishing new Adult Education/Adult Basic Education programs. Many communities report increased enrollment in these adult education, ABE programs, and increased citizen participation in community affairs.

In order to more fully explain the operation of the Project and how these important community results were achieved, Communi-Link and __(agency co-sponsoring workshop)__ are cooperatively planning a one-day workshop for interested adult educators, social service agency representatives, governmental officials, and others from __(state)__ . The workshop is being planned for __(date)__ . Project Communi-Link staff members will explain Project rationale and concepts, funding, Project initiation (including staffing, state acceptance), "MICROVILLE", where the Project is now, and what may be in store for the future.

For further information contact __(local coordinator, address, etc.)__ .

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LOCAL COORDINATOR'S INSTRUCTION SHEET ON USE OF "SPECIAL" NEWSLETTER PUBLICITY FOR THE PROJECT COMMUNI-LINK DIFFUSION WORKSHOP

Attached are three sample copies of articles that might be used for "special" newsletters within your state. The three samples are written for use in state-wide adult education newsletters; state-wide Cooperative Extension staff newsletters; and a state inter-agency newsletter. You will note that each sample article is written with a specific reader (audience) in mind. Blank spaces are left for you to fill in such things as time, place and date of the workshop, along with your name, etc.

In addition to the three "special" newsletters referred to, there may be a number of others within your state. Often the various state departments, such as the Department of Community Affairs, the State Planning Office, the State Department of Education along with the universities circulate newsletters to their respective staffs. The sample articles in this kit may be adapted for use in any "special" newsletters.

How do you make contact with those responsible for composition of "special" newsletters within your state? The following are some possibilities:

1. Adult education newsletters - contact the State Director of Adult Education and/or the State President of your state's Adult Education Association.

2. Cooperative Extension - contact the State Director of Cooperative Extension in your state. Generally the Director's office or another administrative office is responsible for composing a monthly newsletter to all Cooperative Extension staff within the state.

3. State inter-agency newsletter - if one exists in your state, the best source of information might be in the Office of the Governor. The Governor's press secretary or public relations representative might give you a lead.

4. State agency staff newsletter - contact the Directors of the various State Departments and Divisions. Examples are: planning; education; community affairs; environmental protection; labor; social services, etc.

5. Colleges and Universities - most colleges and universities have Offices of Information, or other offices with similar responsibilities. Frequently they are responsible for weekly or monthly publications to be circulated among their staff. In addition, colleges and university campus newspapers for students and faculty are a potential "vehicle" for publicity.

and community improvement. Through these linkages, resources can be mobilized toward solving problems and meeting needs of people.

Such approaches to local problem solving in Project Communi-Link pilot communities has led to the following results, to name but a few:

-Formation of community-wide adult education/community improvement councils.

-Conduct of comprehensive community designed and implemented needs assessments.

-Publishing of directories of local resources.

-Increased citizen participation in community affairs.

What role(s) do state agencies play in this comprehensive approach to local problem solving?

In addition to community-level activities, Project Communi-Link has focused attention at the state-agency level in the 14 pilot states. As a result, there have been reports of increased communication linkages between state and community representatives. In one state, this increased communications has led to a state-sponsored "Community Progress Contest," in which communities are provided incentive for and assistance in improving their economic, social, cultural and physical environment. In some other states, "Councils of Governments" and regional planning efforts have been enhanced.

The big question is - *"How were these results achieved?"* You have the opportunity of learning first-hand about the "Communi-Link process" and the impact it has had in 14 western states.

Project Communi-Link, in cooperation with (agency co-sponsoring workshop), is planning a one-day workshop for interested adult educators, social service agency representatives, governmental officials, etc., from (state) ____________. The workshop will be held (time, date) ________ at (place) ________.

The general workshop agenda is attached, as well as a form for you to mail to ______(name, title)_______________, workshop coordinator. Both the workshop and noon luncheon are free of charge. For further information, write or call _____(local coordinator)______, ______(address, phone)____________________.

SHARING INNOVATIVE APPROACHES TO COMMUNITY DEVELOPMENT

Will groups of local citizens, educators, agency heads and elected officials join together in a mutual effort to identify community problems and design "appropriate" programs to meet local needs?

Project Communi-Link, a U. S. Office of Education special demonstration project, based at Colorado State University, is able to answer with a resounding yes! Through two and one-half years' experience in 32 pilot communities in 14 western states, the Project has found that the much discussed "ideal" of broad citizen participation and inter-agency involvement in the processes of local problem-solving is not only desirable--it is possible!

What role can adult education play in this comprehensive approach to local problem solving? Project Communi-Link believes that state and community problems, such as poverty, apathy, under- and unemployment, crime, environmental concerns and undereducation are symptoms of unmet needs of people. Although many agencies, organizations and institutions exist in every community to meet needs of people, duplication in service and fragmented efforts stand in the way of solving problems. The changes necessary to solve problems involve change in people. Adult education, in its broadest sense, is viewed as a means of bringing about change in people--a way of helping citizens meet their needs and improve the quality of their lives. Each community agency and its state-level counterpart has an integral role to play in implementing a comprehensive approach to problem-solving.

The intent of Project Communi-Link has been to help citizens develop a "linked" community, in which communication flows between and among agencies, institutions, organizations and individuals concerned with adult education

SHARING INNOVATIVE APPROACHES TO COMMUNITY DEVELOPMENT

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What role can Cooperative Extension play in this comprehensive approach to local problem solving?

Project Communi-Link believes that community problems, such as under- and unemployment, environmental concerns, apathy, poverty and undereducation are symptoms of unmet needs of people. Although many agencies, organizations and institutions exist in every community to meet needs of people, duplication in service and fragmented efforts stand in the way of solving problems. The changes necessary to solve community problems involve changes in people. Adult education, in its broadest sense, is viewed as a means of bringing about change in people--a way of helping citizens meet their needs and improve the quality of their lives. Cooperative Extension's concern for an improved quality of living, and its "change agent" role are an integral part of the community development process.

The intent of Project Communi-Link has been to help citizens develop a "linked" community, in which communication flows between and among agencies, institutions, organizations and individuals concerned with adult education and community improvement. Through these linkages, resources can be mobilized toward solving problems and meeting needs of people.

Such approaches to local problem solving in Project Communi-Link pilot communities has led to the following results, to name but a few:

-Formation of community-wide adult education/community improvement councils.

-Conduct of comprehensive community-designed and implemented needs assessments.

-Publishing of directories of local resources.

-Increased citizen participation in community affairs--(i.e., economic development, social, cultural affairs, etc.).

-Increased citizen participation in a variety of agencies' programs.

The big question is - *"How were these results achieved?"* You have the opportunity of learning first-hand about the "Communi-Link process" and the impact is has had in 14 western states.

Project Communi-Link, in cooperation with (agency co-sponsoring workshop), is planning a one-day workshop for interested adult educators, social service agency representatives, governmental officials, etc., from (state)__________. The workshop will be held ___(time, date)__________ at ___(place)__________. The general workshop agenda is attached, as well as a form for you to mail to ____(name, title)__________, workshop coordinator. Both the workshop and noon luncheon are free of charge. For further information, write or call ___(local coordinator)__________, ___(address, phone)__________.

SHARING INNOVATIVE APPROACHES TO ADULT EDUCATION

Will groups of local citizens, educators, agency heads and elected officials join together in a mutual effort to identify community problems and design "appropriate" programs to meet local needs?

Project Communi-Link, a U. S. Office of Education special demonstration project, based at Colorado State University, is able to answer with a resounding yes! Through two and one-half years' experience in 32 pilot communities in 14 western states, the Project has found that the much discussed "ideal" of broad citizen participation and inter-agency involvement in the processes of local problem-solving is not only desirable--it is possible!

What role can adult education play in this comprehensive approach to local problem solving?

Project Communi-Link believes that community problems, such as poverty, apathy, under- and unemployment, crime and undereducation are symptoms of unmet needs of people. Although many agencies, organizations and institutions exist in every community to meet needs of people, duplication in service and fragmented efforts stand in the way of solving problems. The changes necessary to solve community problems involve changes in people. Adult education, in its broadest sense, is viewed as a means of bringing about change in people--a way of helping citizens meet their needs and improve the quality of their lives.

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Such approaches to local problem solving in Project Communi-Link pilot communities has led to the following results, to name but a few:

- -Formation of community-wide adult education/community improvement councils.
- -Conduct of comprehensive community-designed needs assessments.
- -Publishing of directories of local resources.
- -Increased citizen participation in community affairs.
- -Establishment of new Adult Education/Adult Basic Education programs.
- -Increased enrollment in Adult Education, ABE programs.

The big question is - *"How were these results achieved?"* You have the opportunity of learning, first-hand, about the "Communi-Link process" and the impact it has had in 14 western states.

Project Communi-Link, in cooperation with (agency co-sponsoring workshop) is planning a one-day workshop for interested adult educators, social service agency representatives, governmental officials, etc., from ____(state)____. The workshop will be held ____(time, date)____, at ____(place)____. The general workshop agenda is attached, as well as a form for you to mail to ____(name, title)____, workshop coordinator. Both the workshop and noon luncheon are free of charge. For further information, write or call ____(local coordinator)____, ____(address, phone)____.

INSTRUCTION SHEET FOR LOCAL COORDINATOR: USE OF RADIO TAPE

Enclosed in your kit is a 10 minute tape recording. Attached is the script to give you an idea of the material covered in the tape. As you will note, the tape consists of an interview between Project Communi-Link Co-Directors (John Snider and Jim Kincaid) and a Colorado State University Office of Information announcer. The purpose of the tape is to give a general overview of Project Communi-Link in order to help stimulate interest in your state's Diffusion Workshop.

The tape is intended for you to use as an aid in helping explain Project Communi-Link.

It is suggested that you might arrange a 12-15 minute interview session with local radio stations. (Most stations have set aside blocks of time each day or week for public service programming, in addition to 30 or 60 second public service "spot" announcements.)

The 12-15 minute program should include your comments as to plans for the Project Communi-Link Diffusion Workshop in your state, along with the 10 minute tape.

Details that you might include about your state's workshop are:

1. What the workshop is.
2. Why people in your state might be interested.
3. Date
4. Time
5. Place
6. Local co-sponsoring agency(ies).
7. Your name, address, phone, etc. as the person to contact for further information.

8. That the workshop is free of charge, etc.

An approach that you might use to integrate the 10 minute tape into your interview might be: ". . . to give the listening audience an overview of the activities that Project Communi-Link has been involved in, I have on tape the two Co-Directors of the Project."

OUTLINE FOR 7½ MINUTE PROJECT COMMUNI-LINK RADIO TAPE TO BE USED IN DIFFUSION

INTERVIEWER: "This is ____________________, in the Colorado State University Office of Information. I have with me Dr. James Kincaid, Professor of Education, and Dr. John Snider, Assistant Professor of Continuing Education here at CSU. These two gentlemen are presently serving as Co-Directors of a unique Project designed to assist communities and states in the planning and implementing of community improvement programs. Project Communi-Link, as it is called, is currently serving 32 pilot communities in 14 western states.

Dr. Kincaid, you are the man who initiated Project Communi-Link. Can you take a moment to give us a little background on the Project? How and why it was developed?"

DR. KINCAID: "I'd be happy to . . .
(Jim explains background, concepts, rationale and a brief on staff, numbers and expertise, and adult education relationship to community improvement, and last sentence, which is a lead-in to "Microville . . . "

INTERVIEWER: "Ah, yes . . . I've heard a lot about this 'MICROVILLE" . . . Dr. Snider, you are the man who developed it . . . would you give us a brief overview of the 'MICROVILLE' experience?

DR. SNIDER: "Certainly . . .

(John gives brief explanation of what 'MICROVILLE' is - how it works and the process - with orientation to community people experiencing the 'MICROVILLE' workshop.)

INTERVIEWER: (Breaks in as Dr. Snider concludes his discussion of 'MICROVILLE') . . .

"I understand you've had over 4,000 people participate in the 'MICROVILLE' simulation gaming experience!"

DR. SNIDER: "That's correct . . . and there are a number of other workshops in the planning stages."

INTERVIEWER: "Well now - people in communities go through the 'MICROVILLE' workshop . . . then what happens? What kinds of results or outcomes has Project Communi-Link seen in the pilot communities and states?"

DR. SNIDER (Gives examples of Project impact in communities, for example:

-Formation of community-wide adult education/ community improvement councils.

-Conduct of comprehensive community-designed and implemented needs assessments.

-Publishing of directories of local resources.

-Increased citizen participation in many and varied kinds of community affairs.

-Increased enrollment in local adult education programs as well as in the programs of many other agencies and institutions.

. . . to name just a few."

DR KINCAID:
(Breaking in)

"Yes, and in addition to work in the 2 pilot communities, Project Communi-Link has focused similar attention at the state level within each of the 14 pilot states. As a result, there have been reports of increased communicative linkages between state and community representatives. In one state, this increased communications has led to a state-sponsored "Community Progress Contest." In some other states "Councils of Governments" and regional planning efforts have been enhanced."

INTERVIEWER:

"Those kinds of results are pretty impressive . . . well worth sharing with others. I understand you and your staff have plans to share both Project Communi-Link results and how they were accomplished throughout the United States. Dr. Snider - would you comment on that? I'm sure many in our listening audience would be interested."

DR. SNIDER:

"Yes . . .

(John to comment on rationale for diffusion /i.e., a federally funded demonstration project, etc./ and how to be achieved). (2 to 3 sentences.)

INTERVIEWER:

"Well, it certainly sounds as though the two of you and your staff have your work cut out for you! I, for one, would like to wish you the best in your efforts and would like to say that we here at Colorado State University are proud of Project Communi-Link's innovative approach to adult education and community improvement."

DIFFUSION WORKSHOP
PROJECT COMMUNI-LINK
Colorado State University

REGISTRATION

For purposes of the Diffusion Workshop we will include under the heading of registration the following items:

Developing a mailing list
Sending invitational letters
Processing registrations
Obtaining registration supplies
Registering participants at workshop
Compiling list of participants

Developing Mailing List

Attached is a list of possible participants who might be interested in attending the workshop. Again, this is only a suggested list. Personal contact with representatives of related agencies can be a very effective method of obtaining specific names of possible participants. Statewide agency directories are a valuable source as well as mailing lists of agency publications or newsletters.

Sending Invitational Letter

Attached is a sample initial invitational letter. This type of letter can be used when specific names or titles of individuals are obtained. Project Communi-Link will supply you with the necessary enclosures which will include:

Project Communi-Link brochures
RSVP Post Card
Workshop Outline

If no response is obtained from the first letter within a 2 - 3 week period, a follow-up letter should be sent requesting a positive or negative response. Please return all UNUSED R.S.V.P. postcards to Project Communi-Link. A sample follow-up letter is attached for your use.

11/9/72

Processing Registrations

As registrations start to come in, they must be confirmed and the following information about each registrant recorded:

Name
Title
Agency or Organization Represented
Mailing Address
Telephone Number
Date Registration Received

Note cards work very well for recording this information and later can be put in alphabetical order for use at the Workshop Registration and typing of the participant list.

After receipt of the return registration card, a confirmation letter should be sent to each respondent. (A sample confirmation letter is attached). The essential parts of this letter are listed with several optional sections. A very precise set of directions to the meeting facility with location of the facility marked, or a map of the city should be enclosed with each confirmation letter.

Obtaining Registration Supplies

Several types of supplies will be needed to conduct the registration. The two primary needs are for name tags and city maps. In many cities both of these items can be obtained free of charge from the Chamber of Commerce, Visitors' Bureau, Convention Services, etc.

A name tag should be available for each workshop participant and the Diffusion Workshop team from Project Communi-Link.

Other supplies which might be needed are listed on the Workshop Checklist.

11/9/72

Registering Participants at Workshop

Someone will be needed to conduct the 8:30 - 9:00 a.m. registration at the Workshop. This process will involve:

1. Checking off names of participants as they arrive.

2. Distributing Project information packet to each participant - packets will be supplied by Project Communi-Link.

3. Providing a name tag for each participant.

Be prepared to register "walk-ins" (those people who did not respond to invitations but decided to attend anyway; substitutes for individuals who could not come at the last minute, those who read about it in the paper and decide to attend). Have extra registration cards handy and some extra blank name tags.

Compiling List of Participants

An accurate list of participants will be needed after the conclusion of the Workshop. An easy way to construct this list is to alphabetize the note cards (registration cards) of those who attend and simply type the information on plain white paper. A copy of this list must be attached to the billing for the luncheon and refreshments. Other copies will be needed for the Communi-Link files at Colorado State University.

Attachments: Sample Invitational Letter
Sample Follow-up Letter
Sample Confirmation Letter

Attachment 6 Cont'd.

POTENTIAL WORKSHOP PARTICIPANTS
FOR PROJECT COMMUNI-LINK DIFFUSION WORKSHOPS

The following is a suggested list of possible participants for the Project Communi-Link Diffusion Workshop in your state. In general, local, regional and state-level representatives of governmental agencies, educational agencies and institutions, and private organizations are included. This list is intended only as a general guideline to help you in your planning for the workshop.

1. EDUCATION

____Department of Education
____Adult education units
____Adult education associations
____Public schools
____Colleges, universities
____University extension
____Cooperative Extension
____Junior and community colleges
____Voc.-Tech. schools
____Occupational, vocational education departments
____Commissions on higher education
____Office of Economic Opportunity--Headstart programs
____Migrant ed. programs
____Libraries
____Boards of Education
____PTA
____Community school education
____Others

2. GOVERNMENT AGENCIES

____Health
____Welfare
____Employment Service
____Work incentive programs
____Vocational rehabilitation
____Office of Economic Opportunity
____Planning offices, commissions
____Bureau of Indian Affairs
____Manpower programs, councils
____Rural development commissions
____Department of Labor
____Social services, human resources
____State personnel offices
____State inter-agency councils
____HUD
____Department of community affairs
____Economic development agencies
____Environmental protection agencies

3. MEDIA

____Press ____Radio
____TV
____University office of information
____State government public relations representatives
____Others

4. PRIVATE SECTOR

____Business ____Industry
____Interested lay people
____Utilities
____Others

5. ELECTED/APPOINTED OFFICIALS

____Governor's Office
____Divisions, councils of local government
____State and U.S. Senators and Representatives
____City and county commissioners
____Mayors, city managers
____Others

6. CRIME PREVENTION

____Law enforcement
____District attorneys
____Judges ____Others

7. ORGANIZATIONS

____Community improvement, development organizations
____Volunteer, "special interest" groups
____Service clubs
____Youth organizations
____Senior citizens' organizations
____Labor unions
____Churches, ministerial alliances
____Community Action organizations
____League of Women Voters
____Urban development organizations (i.e., Model Cities)
____College student groups
____Others

Sample Follow-up Letter to Those Who Did Not Respond to RSVP Request of Initial Invitational Letter.

Local Co-Sponsoring Agency Letterhead

Dear ______________________:

Recently, you received a letter dated __________________ inviting you to participate in a workshop co-sponsored by ____(local sponsor)____ and Project Communi-Link, of Colorado State University. The purpose of the workshop, as you will recall, is to allow opportunity for local and state leaders from ___(state)_____ to hear about the experiences of Communi-Link, a Project designed to assist communities and states in local problem-solving efforts.

The __(date)_____ workshop, to be held at ____(place, ______________ address)____________ in ____(city)_________ is fast approaching, and final arrangements for the session and complementary luncheon are in progress. Therefore, it would be extremely helpful if you would indicate to us whether you or a representative that you might appoint plan to attend and participate in the one-day meeting. Enclosed in your initial invitational letter was an RSVP post card. We would sincerely appreciate a response from you. Please complete the card, or send a note to ____(local coordinator, address, phone)_____ , at your earliest convenience.

Sincerely,

DIFFUSION WORKSHOP
PROJECT COMMUNI-LINK
Colorado State University

FINANCIAL PROCEDURES

Following are the procedures which must be observed regarding the financing of the diffusion workshop.

1. Project Communi-Link will pay only for the luncheon and refreshments.

2. A written estimate of costs must be submitted to Project Communi-Link for approval prior to the official announcement of the workshop location. This estimate should be made on a per person basis and include cost of the luncheon, cost of refreshments, tax and tip. Project Communi-Link will not pay a bill higher than this written estimate.

3. At the conclusion of the workshop the bill, verified by the local coordinator, should be sent with a complete list of participants attached, to:

Dr. John C. Snider, Co-Director
Project Communi-Link
Department of Education
Room 213 Liberal Arts
Colorado State University
Fort Collins, Colorado 80521
ATTN: Sonja

Payment should be received by the vendor 4 - 6 weeks after the bill is received at CSU.

4. If unexpected costs become evident which cannot be covered by the state sponsoring agencies, please contact Project Communi-Link.

TRANSITIONAL/TERMINAL RELATIONSHIPS

Introduction

The central focus of Project Communi-Link was to assist pilot communities with a process which they could use to develop community-wide programs. The intent was to help community people to develop the attitudes, knowledge and skills necessary for them to perpetuate community-wide programming activities following Project termination.

During the final Project year, the staff placed particular emphasis on the development of relationships which would help pilot areas to prepare for the termination of Project Communi-Link. In an effort to provide as smooth a transition as possible, the Project developed a strategy for facilitating transitional and terminal relationships with pilot communities that included the following:

1. SCAN concept orientation (see section of this report entitled "State-Community Assistance Networks (SCAN))
2. Diffusion-dissemination workshops (see section of this report entitled "Diffusion-Dissemination"
3. Project termination workshop (Denver, Colorado, May 17-18, 1973)
4. Letters and citations of commendation.

SCAN Orientation

During the final Project year, dissemination of SCAN (State Community Assistance Network) concepts held high priority. The concept was shared with each of the participating states in hopes that a supportive mechanism would develop at the state level which would serve to facilitate and enhance community programming efforts already underway. The outcome was positive.

There was consensus feeling among state and community representatives that Project Communi-Link had provided the major impetus for facilitating, enhancing, and stimulating local adult education and/or community improvement programming. There was also consensus among the community representatives and State Instructional Consultants that they would continue their programming efforts utilizing Communi-Link concepts following termination of the Project. It was the general feeling, as expressed by Project Co-Directors Kincaid and Snider and others that Project Communi-Link had sown its seeds well, that the Project Communi-Link momentum would continue on, and that each pilot community had received sufficient input to be able to continue programming activity on a self-sustaining basis utilizing resources existing at both state and local levels.

Diffusion-Dissemination Workshops

Diffusion-dissemination workshops were provided in most pilot communities. These workshops were directed toward familiarizing the community at large with a total overview of Project activity. Special emphasis was placed on outcomes realized within each pilot community (see section of this report on Diffusion-Dissemination.)

During pilot community diffusion workshops, ample time was allowed for each community to report on Project-related activity within their respective areas and products and results realized from such activity. Each diffusion workshop also made reference to published Project materials - manuals, handbooks, reports, etc. - available to all communities free of charge. These publications (many of them based on special workshops developed during the course of the Project) were presented as useful tools that could be utilized by communities to enhance local programming efforts following Project termination.

Project Termination Workshop

A special workshop, attended by representatives of Project pilot communities, State Instructional Consultants, and the CSU-based staff, was held in mid-May, 1973. The intent of the workshop was to allow participants opportunity to reflect on (1) community situations before Project involvement (2) community progress in community-wide programming activities, and (2) future community plans. The session also provided participants with the opportunity to engage in evaluation of the efforts of the CSU-based Project staff.

The general consensus was that the Project had, in fact, been a positive force toward the development of community-wide programs. Participants compiled written reports on their respective community's progress. Examples of the reports are included in the appendix of this report.

Letters and Citations of Commendation

Letters of commendation for participation and support were mailed from the Project office to community representatives, State Instructional Consultants, State Directors of Adult Education and Cooperative Extension, and Regional Program Officers of the Department of Health, Education and Welfare, and state agency level education administrators. A sample letter follows.

In addition to the letters of appreciation, special citation certificates were designed and printed. These citations were awarded to each Communi-Link pilot community and several were distributed among individuals for special recognition of outstanding efforts in support of the Project.

PROJECT COMMUNI-LINK Department of Education Colorado State University
Fort Collins, Colorado
80521
(303) 491-5316

May 31, 1973

Dr. Leonard J. DeLayo
Superintendent of Public Instruction
State Department of Education
Santa Fe, New Mexico 87501

Dear Dr. DeLayo:

Project Communi-Link is preparing to terminate its activities in community-wide adult education programming on June 30. Therefore, we would like to take this opportunity to thank you for your interest in and support of Communi-Link endeavors in the State of New Mexico. We are also most appreciative of the cooperation and support which has been offered by Mr. Thomas M. Trujillo.

We are pleased with the progress which has been evidenced in Project pilot communities. It is our belief that many more positive results will occur throughout pilot communities and states in the months and years to come.

In the near future we will be forwarding you a copy of our terminal report. The report represents an intensive analysis of the Project's three years of community-wide adult education programming in 31 communities in a 14-state area. We hope it will provide insights to those who might be interested in perpetuating or replicating Communi-Link aims and activities.

Again, we thank you for your interest and wish you the best in your educational efforts in New Mexico.

Sincerely,

John C. Snider
Co-Director

James M. Kincaid, Jr.
Co-Director

JCS/JMK/SS/r
cc: Mr. Thomas M. Trujillo

INTERNAL OPERATIONS

The following sub-sections of this terminal report are included in order to provide the reader with insights in regard to internal Project operations. Six major areas, deemed critical to Project operations, are described. The six areas are:

-Staff In-service Training

-Staff Communications (Internal)

-Staff Communications (External)

-Staff Travel

-Project Equipment

-Project Resource Center

STAFF IN-SERVICE TRAINING

DESCRIPTION

In-service training activities of Project Communi-Link staff can be broken down into two major categories: group in-service and individual in-service. This section of the Terminal Report will outline the types of in-service training activities in which Project staff--both CSU and community-based--participated; the effect this training had on staff performance; and some of the problems encountered in developing formal training programs.

Group In-service Training

The Project staff, as a group, participated in the following types of training programs at various times throughout the life-span of the Project:

1. Staff retreats
2. In-service sessions
3. Staff meetings
4. Conventions and conferences
5. "Roundtable" sessions
6. "Update" session.

Staff retreats. Four formal staff retreats were conducted during the Project. The objective of each of these sessions was to provide an opportunity for staff members to clarify their understanding of Project objectives, processes and methods. Locations for these retreats were selected such that staff members would be somewhat isolated from the everyday functions of Project operations (i.e., phones, appointments,

Attachment 1

INSERVICE TRAINING PROGRAM FOR PROJECT COMMUNI-LINK STAFF ON THE USE OF AUDIO-VISUAL EQUIPMENT

Objective

Given the establishment of a relevant inservice training program on the proper use of AV equipment, Project Communi-Link staff members will acquire knowledges and skills related to the use and misuse, capabilities and limitations and possible interequipment linkages of the apparatus used in the Project Dissemination Workshops.

Attainment of these knowledges and skills will be evidenced by:

a. Technically perfect diffusion presentations;

b. A 95% reduction in the number of broken 16 mm films;

c. A total absence of heat-cracked lenses;

d. A 98% reduction in the number of blurred images;

e. The ability of all staff members to change a bulb in any of the three projectors used, in 30 seconds.

f. A 100% reduction in the number of bruised egos due to "I blew it!" syndrome.

Clarification of Terms

A. Projectors

1. 35 millimeter slide projectors are also known as:

   Carousel projectors
   2" x 2" projectors, and
   @#!!&*!! when something goes wrong.

2. 16 mm movie projectors are of three types, namely

   Sound
   Silent
   Sound and silent - most are of this type.

3. Overhead projectors are also known as transparency projectors.

B. Bulbs

Bulbs are of two species:

a. Projection
b. Sound or exciter lamp

Each projector type takes a different type bulb.

a. 35 mm slide projectors take only projection bulbs.

b. 16 mm. movie projectors take both a projection bulb and a sound bulb.

c. Overhead projectors take only projection bulbs.

We have asked the local coordinator to have extra bulbs on hand for each projector.

C. Tape Recorders

We are concerned with only one type of the many tape recorders available, namely the cassette tape recorder. The one we will use for diffusion workshops will be checked out of CSU - AV Services and has a special cord attached for connecting to the 35 mm Projector (cueing control cord). It is known as a Sound-A-Matic Cassette Tape Recorder.

If, when ordering or picking up the recorder, they ask you if you want a pulser, don't get offended. Simply say it doesn't matter and take what they give you, as long as it is a Sound-A-Matic.

D. Threading

Contrary to popular belief, threading has nothing to do with needles nor with staying afloat on a body of water. Threading, for our purposes, will be defined as - placing the 16 mm film around the proper "hookie jobbies," through the correct "whatchamacallits" and attaching it to the appropriate "thingees" so that the film runs smoothly and evenly through the projector and so the sound corresponds reasonably closely with the projected picture.

Items to be Covered in Training Session

35 mm Projector

-Set-up - leveling, distance
-Connections - electrical, cueing
-Timer setting
-Control switch
-Cooling - importance of
-Focusing - manual, auto-focus, zoom lens setting
-Carousel tray - placement, selecting, trouble shooting, lock ring.
-Hook-up to tape recorder
-Bulb changing
-Lens location
-Cord storage

16 mm Projector

-Set-up - leveling, distance
-Threading
-Operation
    Warm-up
    Controls
    Focusing
-Bulb Changing
    Projection
    Sound
-Film break procedures
-Sound problems - sound-silent switch, sound drum, bulb
-Rewinding film
-Auxilliary sound system.

Overhead Projector

Set-up - angle, size of image
Focusing
Bulb changing
Fan

Tape Recorder

Set-up - cord storage
Controls - eject, record, playback, ff, rewind, etc.
Hook-up into 35 mm.

Speaker System

Set-up
AC-DC operation
Speakers
Setting level controls
Hooking into tape recorder
Charging batteries
Feedback
Microphone - extension cords, etc.

Control Box

How to operate
Switching procedures
Labelling

correspondence). Three of the sessions involved overnight stays. In each case the location provided a pleasant, relaxed atmosphere which was free from noise and other distractions.

In-service sessions. When needed, special in-service sessions were designed to fill specific identified needs of staff members. These sessions included the following topic areas:

- Use and misuse of audio-visual equipment
- Philosophy and operation of the Fort Collins Community Action Program
- Philosophy and implementation of the community education process in Fort Collins and Colorado Springs, Colorado
- The American Indian ABE Teacher Training Project based at CSU
- Function and use of Continuing Education library
- Function of the Fort Collins, Colorado Volunteer's Clearinghouse
- Organization and function of the Northwest Regional Education Laboratory
- Operations of the Region VIII Adult Competency Training (ACT) Project
- Objectives of the Rural Family Development (RFD) Project
- Current trends in planning career education programs
- Appalachian ABE Project
- Organizing and conducting community needs and resource assessments.

These sessions involved lectures, films, workshops and visitations. Some sessions were planned by members of the Project staff while others were prepared for the staff by individuals who were involved with the Project as consultants or who had particular expertise in the subject under consideration. Attachment 1 is an example of one such in-service session.

Staff meetings. Weekly staff meetings were held and provided an opportunity for staff members to cross-share items of interest. Due to the nature of the Project, individual staff members would often discover information during a community visitation or workshop which would otherwise be unknown to other staff members. These weekly meetings provided an opportunity to share information with all staff, thereby providing a mini-training session.

Conventions and conferences. As a group, professional members of the staff and Graduate Research Assistants attended the annual meetings of the Adult Education Association of the USA and the National Association for Public Continuing and Adult Education. In addition, several staff members attended annual meetings for administrators and teachers of adult basic education.

"Roundtable" sessions. As described more completely in another section of this report, the Project employed, on a part-time basis, State Instructional Consultants (SIC's) to function as liaisons between CSU-based staff and Project pilot communities. In order to train these SIC's for their role in Project activities, nine day-and-one-half long "Roundtable" sessions were held during the life-span of the Project (see dates in Communications section). Colorado State University-based staff prepared the content for these sessions and provided information on Project goals, operations, and procedures to the SIC's. In addition, presentations were developed to provide basic information regarding the adult learner, the needs of man, community organization, and other related material necessary to implement Project operations. As "new" SIC's, CSU-based professional staff, and Graduate Research Assistants were employed, special "pre-Roundtable" sessions were developed to bring them up to date on Project activities. Attachment 2 is an agenda for a "Roundtable" session.

"Update" session. On June 29-30, 1972, a special workshop was conducted in Denver, Colorado and involved not only Project staff and SIC's but also State Directors of Adult Education, Governors' representatives, Directors of Cooperative Extension, pilot community representatives, Office of Education Regional Program Officers, and NAPCAE officials. The purpose

Attachment 2

PROJECT COMMUNI-LINK
Department of Education
213 Liberal Arts
Colorado State University
Fort Collins, Colorado
80521
(303) 491-5316

M E M O R A N D U M

DATE: September 19, 1972

TO: "New" State Instructional Consultants

FROM: John C. Snider, Co-Director

SUBJECT: In-Service Training, October 4, 1972

In planning for our Wednesday, October 4, session, the following agenda has been established. The agenda has been planned so that you will have opportunity to (1) visit with each of the CSU-based Project staff members; (2) become further acquainted with Project concepts, activities and the role of State Instructional Consultants; and (3) obtain answers to any questions you might have, related to Project Communi-Link.

Wednesday, October 4

9:00 a.m. --- Room 202, Liberal Arts Building, CSU
Get Acquainted Session - - - - - - - Hostess - Roberta Scott
(Coffee & Rolls) PC-L Secretary
*(For New SIC's and CSU-based staff)

9:30 a.m. --- General Orientation: Project Concepts,
rationale, intents, etc. - - - - - - - - - - - John C. Snider
Co-Director
*(For New SIC's)

10:30 a.m. --- "MICROVILLE -- a simulation-gaming device
to train local citizens in the processes
of community-wide adult education program
development" - - - - - - - - - - - - - - - - - - Judy Smith
Community Services Coordinator
*(For New SIC's)

11:30 a.m. --- Administrative Procedures (contracts,
reports, expense reimbursement) - - - - - - - John C. Snider
Co-Director and
(Secretary responsible for contracts,
travel and expenses) Sonja Mehaffey
*(For New SIC's)

12:00 noon --- Lunch
*(For New SIC's and CSU-based staff)

AFTERNOON AGENDA IS CONTINUED ON PAGE 2

Figure 2. Agenda for "New" State Instructional Consultants' Meeting

Attachment 2 Continued

MEMORANDUM
September 19, 1972
Page 2

1:30 p.m. --- "Community Needs and Resource Assessments" - - - - - - - - - - - - - - - - - - Joe Newlin
Community Services Coordinator

*(For New SIC's and CSU-based staff)

2:30 p.m. --- "The Project Communi-Link Mobile Showcase of Adult Education Resource Materials" - - - - - - - - - - - - - - - - - - - Connie Tindel
Executive Officer

*(For New SIC's)

2:50 p.m. --- "Other Project Activities" - - - - - - - - - - Sheila Schroeder
Community Services Coordinator

*(For New SIC's)

3:15 p.m. --- "Project Evaluation" - - - - - - - - - - - - Doug Sjogren and
George Wheeler
Internal Evaluators

*(For New SIC's)

In addition to the above, you will also have opportunity to meet Dr. James M. Kincaid, Co-Director, sometime during the day, as well as some of our Graduate Research Assistants.

We look forward to seeing you at 9:00 a.m. on Wednesday the 4th. Welcome Aboard!!

SS/JCS/s

Figure 2. Continued

Attachment 2 Continued

STATE INSTRUCTIONAL CONSULTANT ROUNDTABLE SESSION

AGENDA

THURSDAY, October 5, 1972

8:30 a.m.	-- Welcome and Introductions of new SIC's and CSU-based staff	John C. Snider
8:45	-- Project Emphasis #1: Planning Pilot Community Activities	Judy M. Smith Chuck Porter
9:45	-- Coffee Break	
10:00	-- Discussion and Cross-Sharing of Pilot Community Activities and Plans	Judy Smith
12:00	-- Lunch (Dutch Treat)	
1:30 p.m.	-- Project Emphasis #2: Planning State-Community Assistance Network (SCAN) Activities	James M. Kincaid Sheila Schroeder
	-- Discussion and Cross-Sharing of SCAN Activities and Plans	
2:45	-- Coffee Break	
3:00	-- Continued Discussion of SCAN	
3:30	-- Project Emphasis #3: Diffusion and Documentation Activities for the 36 non-Project States (as well as the 14 Project states):	Joe Newlin Chuck Porter
	-- Discussion of Diffusion	
4:00	-- Wrap-up (Assess SIC Concerns as Basis for Friday A.M. Small Group "Interest" Sessions)	John Snider

Thursday Evening: OPEN (CSU STAFF AVAILABLE FOR CONFERENCES,
IF DESIRED)

Figure 3. State Instructional Consultant Roundtable Session Agenda

Attachment 2 Continued

FRIDAY, October 6, 1972

8:30 a.m.	-- Small Group "Interest" Sessions	John Snider and Staff
9:30	-- (2 - 5 minutes) Report Back to Total Group on Discussions of Interest Sessions	
9:45	-- Coffee Break	
10:00	-- Plans for This Year: Small Group Sessions with Appropriate CSU-based Project Communi-Link Community Services Coordinator	John Snider
11:30	-- WRAP-UP FY '73 Internal Evaluation Plans	John Snider
12:00 Noon	-- Adjourn	

Figure 3. Continued

of this session, titled "'72 UPDATE '73," was to review Project progress to date and formulate objectives for the third year of Project operations. A total of 97 participants attended this workshop.

Individual In-Service Training

As individuals, each staff member selected his/her own modes for in-service training. In addition, the communication system within the Project promoted individual in-service training. Following are the types of training in which individual staff members were involved during the life-span of the Project:

1. Administrative seminars
2. MICROVILLE workshops
3. Diffusion workshops
4. Library research
5. Continuing education graduate course work
6. Conventions and conferences
7. Rap sessions
8. "Buck-slip" training

Administrative seminars. The Project Co-Director and secretarial/clerical staff attended CSU-sponsored seminars which were designed to inform University personnel of the functions, procedures and responsibilities of the various departments and administrative offices. Specifically related to Project operations were seminars on (1) indirect cost allocation to research projects and other operations, and (2) functional aspects of computer accounting system and interpreting monthly account print-outs.

MICROVILLE workshops. Each staff member of Project Communi-Link was trained in the use of the simulation game MICROVILLE by actually assuming a role as participant in one of the Project workshops. As a participant, each staff member experienced program planning in MICROVILLE before he administered the game.

Library research. A major resource available to Project staff, in addition to the CSU William E. Morgan Library, was the CSU Continuing Education Resource Library which was developed to help meet the specific research needs of the staff. The initial intent of the library was to develop a "traveling showcase of ABE materials" which could be transported to pilot communities for display during ABE staff training workshops. As the size of the staff grew, the need for expanded staff library resources became apparent. With the growth of the library came a need to divide the materials into more manageable divisions. At the conclusion of the Project the following major divisions were maintained:

1. Adult Basic Education
2. Staff Training
3. Indian Education
4. Consumer Education
5. Other materials.

Attachment 3 outlines the materials available in this library. Bibliographies for each division were developed and distributed to Project participants.

In addition to use by Project staff, the materials in the library were also used by Continuing Education graduate students and personnel involved in the American Indian ABE Teacher and Teacher Aide Training Project and the Region VIII Adult Education Staff Development Project (Project ACT: Adult Competency Training).

Attachment 3

C.S.U. CONTINUING
EDUCATION LIBRARY
227-B Liberal Arts

LOCATION OF MATERIALS

Card Files:
- ABE Materials - cards filed by title and publisher
- Staff Training Materials - Cards filed by title
- Staff Training Materials - Cards filed by author
- Consumer Materials and Adult Education Publishers' catalogs - Cards filed by publisher
- Periodicals and materials on order
- Indian Project - Cards filed by publisher
- Indian Project - Cards filed by title
- Borrowers' cards - Cards filed by title

Library Divisions

A.B.E.
Subject Areas
(Shelved by publishers)

- English
- E.S.L.
- History
- Lang. Arts
- Math
- Reading
- Science
- Soc. Sci.
- Spelling
- Teachers' Aids
- Writing
- Ntl. Multi-Media Center Cards

Staff Training
Subject Areas
(Shelved by author)

- Bibliographies
- Curriculum Development
- Evaluation
- Aged
- Guides
- Federal Grants & Resources
- Objectives
- Recruitment
- Research
- Resources & Needs
- Reports
- Teacher Trng.-Disadvantaged
- Teacher Trng.-General
- Teacher Trng.-Leadership
- General Reading
- Periodicals

Indian
Subject Areas
(Shelved by publishers)

- Newspapers & Publications
- Indian bibliographies & Catalogs
- Univ.of Minn. Training Program
- Research Reports-Ntl. Study of American Ind. Education
- Teaching English to Ind.
- Indian Culture
- Indian History
- Indian Psychology, Philosophy, Folktales
- Tests
- GED

Consumer
Subject Areas
(Shelved by publishers)

- Gen.Consumer education
- Clothes
- Credit, Budgets
- Foods
- Health
- Home & Family
- Home Furnishings
- Automobile care, etc.

Other Materials
May be found on
shelves & in files

- Publishers' catalogs
- Bibliographies
  - -A.B.E.
  - -Staff Training
  - -Indian
- Reading Kits
- New materials not yet logged into library
- Tapes, records, films

HOW TO LOCATE MATERIALS

- * CARD FILES may be used to locate materials by:
  - AUTHOR in the area of Staff Training
  - PUBLISHER in the areas of
    - A.B.E.
    - Consumer Education
    - Catalogs of materials
    - Indian
  - TITLE in the areas of
    - A.B.E.
    - Indian
    - Periodicals
    - Staff Training
- * DIVISION BIBLIOGRAPHIES may be used to locate materials by:
  - PUBLISHER in the areas of
    - A.B.E.
    - Indian
  - SUBJECT AREA in the area of
    - Staff Training
  - TITLE in the area of
    - Staff Training
- * SHELF CATEGORIES may be used to locate materials by:
  - SUBJECT AREA in the areas of
    - A.B.E.
    - Indian
    - Staff Training

Continuing Education graduate course work. Each professional staff member with the Project either taught or participated in academic classes as a learner. Some worked on advanced degrees in Adult/Continuing Education, while others were interested only in increasing their competence in certain skill areas. Classes in which staff were involved include the following:

1. Introduction to Continuing Education
2. Designing Educational Programs for the Disadvantaged Adult
3. Continuing Education Seminar
4. Community Education
5. Program Development, Supervision and Evaluation in Adult Education
6. Adult Teaching and Learning
7. Methods in Continuing Education
8. Foundations in Continuing Education
9. Continuing Education Administration
10. Designing Educational Programs for Professionals and Paraprofessionals
11. Human Relations
12. Developing Educational Programs for Adults and Youth

Other staff members complemented their Continuing Education course work with courses from other departments including:

1. Counseling
2. Business
3. Organizational Psychology
4. Philosophy of Education
5. Methods of Educational Research
6. Social Foundations of Education

7. Foundations of Reading

8. Speech

Conventions and conferences. Because of the wide range of staff interests, certain professional meetings appealed to some more than others. Several staff members attended special interest meetings including the following:

1. National Adult Education Think-Tank Project
2. National Community School Convention
3. National Workshop in Community Education
4. Community Development Association
5. National Reading Center "Right-to-Read" Workshop
6. Conference on Commission of Adult Basic Education
7. National Vocational Education Advisory Committee - Annual Meeting
8. National County Extension Agents' Association - Annual Meeting
9. Western Workshop on Community Resource Development
10. American Indian Teacher and Teacher Aide Training Institute.

In addition to the above, staff members also attended several state Adult Education Association meetings in Project states for purposes of obtaining a more complete view of adult education activities.

Rap sessions. Internal rap sessions were conducted when staff members needed more information than was usually shared at weekly staff meetings.

"Buck-slip" training. When staff members ran across information or a publication of interest to the total staff, the "buck-slip" or routing slip method of distribution was used. This method of information transfer was used throughout the life-span of the Project. Occasionally information that was of interest to only selected members of the staff was distributed on a selective basis.

RESULTS

A brief survey of staff members' perceptions relative to the effectiveness of in-service training methods provided the following general results:

Group Methods

Staff members perceived that the most valuable to least valuable group methods were as follows:

1. Staff meetings
2. In-service training sessions
3. Staff retreats
4. Update session
5. Conventions and conferences
6. Roundtable sessions

A consistent division between the first three methods and the last three methods indicated that all staff members perceived that the first three methods were of significantly more value than the last three.

Individual Methods

Staff members perceived that the most valuable to least valuable individual methods were as follows:

1. Continuing Education graduate courses
2. Diffusion-dissemination workshops
3. MICROVILLE workshops
4. Informal rap sessions
5. Library research
6. Conventions and conferences

7. Administrative
8. Buck-slip training

Again, staff perceptions indicated that the first four methods were significantly more effective than the last four.

Individual Competencies

In response to the question, "What specific competencies do you feel you have developed or enhanced as a result of the above (group and individual) training methods during your employment with Project Communi-Link?" the following responses were offered:

1. Efficiency in all aspects of Microville and diffusion workshop administration.
2. Efficiency in serving pilot community needs.
3. Higher degree of knowledge in needs and resource survey procedures.
4. General feeling of security in understanding entire Project scope, operation and activity areas.
5. Increased ability in and understanding of facilitation of group process.
6. Increased knowledge of community-wide program development methods.
7. Increased programming skills at the institutional and activity level.
8. Increased knowledge in the area of basic education for adults.
9. Increased skills in the area of conference planning.
10. Increased knowledge in the area of individual and group differences.
11. Increased knowledge in the area of group organization and maintenance.

12. Increased skills in development and utilization of media.
13. Increased knowledge of state and regional government.
14. Better perspective of own self-image.
15. Improved human relations skills.
16. Pitfalls of various leadership and community improvement procedures.
17. Increased knowledge of adult education principles and practices.
18. Improved speaking ability in front of large groups.
19. Increased empathy for people.
20. Increased competency with audio-visual equipment.
21. Increased skills in grant-proposal writing.

CONCLUSIONS

Project Communi-Link in-service training was made up of both group and individual activities which were formal and informal in nature. The variety of experiences in which staff participated evidenced their concern to learn as much as they could about adult education, community program planning and human resource development, as well as developing skills complementary to Project objectives. Project administrators encouraged staff to become involved in various training programs and professional meetings, thereby reinforcing the importance of continuing education _within_ the Project itself. Through the methods described previously, Project staff were able to meet many pilot community requests which, although not directly related to Project objectives, complemented Project activities. Generally, the formal training sessions for CSU and community-based staff fulfilled the training needs as expressed by staff members themselves. In several instances Project involvement in the community depended on the willingness of staff to research areas of need and provide training to community members. In this sense, not only did staff members train themselves, but also transmitted their findings to Project participants via special workshops.

IMPLICATIONS AND RECOMMENDATIONS

Projects of the size and scope of Communi-Link must, of necessity, make provision for staff in-service training. Administrators of such projects should encourage staff to identify training needs and implement methods to satisfy those needs. Formal training programs should not be exclusively relied upon. Informal rap sessions, routing slips and library resources can all be used very effectively by staff for self-improvement. Emphasis should be placed on providing an atmosphere where openness and questionning are encouraged. Resources should be available so that training needs can be met, whether it involves acquiring library materials, providing transportation to professional meetings, allowing time to attend classes or hiring special consultants. If community-based staff are utilized, training programs should allow for time for individualized problem solving. Each community is unique and therefore unique training problems will be encountered. If providing improved adult/continuing education opportunities is a worthy objective, then the philosophy and practice of life-long learning should be built into projects that are attempting to reach that objective.

STAFF COMMUNICATIONS (INTERNAL)

INTRODUCTION

Since Project Communi-Link was based on the formation of "communication linkages," the effectivness of the program depended in large part on the Project staff's ability to communicate within as well as outside of itself. It is the intent of this portion of the Terminal Report to describe and discuss the methods used by the staff to communicate and the degree to which such communication was effective.

DESCRIPTION

Two general categories of communications existed in the Communi-Link program: (1) Internal (between and among CSU-based staff members), and (2) External (a) within the 14-state area served by the Project, (b) with others throughout the 36 non-Project states, Canada, and Puerto Rico, and (c) within Colorado State University.

In both areas, personal communications were deemed most appropriate, with high priority placed on face-to-face contact, supplemented by other forms of personal contact such as correspondence, phone calls, etc. Other forms of general communication such as reports, memoranda, schedules, visual aids, and the like were utilized to further support or reinforce the personal contact effort.

Face-to-Face Contact

During the first year of Project activity (July 1970 - July 1971), staff meetings were held at irregular intervals as deemed necessary by the Project administrators. Beginning in July 1971, meetings were conducted on a monthly basis; however, as the staff continued to increase in size and activity and as the items of business became more numerous, the need for more frequent sessions became evident. Therefore, in October 1971, the decision was made to conduct "Continuing Education" staff meetings each Monday morning in the CSU Education Department Conference Room, with all Project administrators, coordinators, internal evaluators, and graduate research assistants in attendance as travel and other obligations permitted. Meetings lasted from one to four hours and were informally chaired by one of the Project Co-Directors.

In addition to the discussion of Communi-Link activities and other matters pertaining to the CSU Continuing Education program, part of the agenda was devoted to the American Indian Teacher and Teacher Aide Training Project, and later to the Region VIII Staff Development Project. Agendae usually included the following items:

1. Cross-sharing of information on each individual's activities during the previous week and anticipated activities in the immediate future. Included were workshop experiences; progress and/or problems in the various pilot communities; planned or completed travel; contacts made or received by staff from pilot communities, state- and federal-level personnel, and others.
2. Budgetary review, which provided an overview of expenditures to date in relation to line item allocations in the budget.
3. Travel schedules, which were outlined and updated in order for staff members to be apprised of each other's whereabouts and to facilitate scheduling of persons to the field for workshops, conferences, etc.
4. Other items presented on an ad hoc basis included:

- Project Reports (Bi-Monthly, Quarterly, Year-End)
- Special Meetings (State Instructional-Consultants meetings, "'72 UPDATE '73")
- Staff Retreats
- Special interest sessions sponsored by other agencies and organizations on or off campus (symposia, conferences, classes, workshops)
- Office Procedures
- Staffing (new or vacant positions; changes in responsibilities of existing staff; problems or conflicts)
- Internal Evaluation
- Project objectives, priorities and plans.

Items were dealt with in order of appearance on the agenda. No formal structure or rules of order were observed. A member of the secretarial staff recorded and transcribed the general proceedings of each meeting and distributed copies to each member prior to the next meeting. Notes were presented in either outline or narrative form and were intended to serve as an overview of exchanges and transactions which occurred, as well as to furnish a written record of specific names, dates, locations, schedules, etc., especially for the information of those not in attendance.

Special sessions, either of the entire staff or small "task force" groups, were convened when it became necessary to continue the exploration of one topic in depth (i.e., visual documentation of the Project, the diffusion effort, internal staff problems); or as a preparatory session immediately prior to special workshops such as the "'72 UPDATE '73" meeting and the SIC Roundtable Sessions.

Staff retreats were held on April 27-28, 1972 and September 14-15, 1972 (both in Estes Park, Colorado); January 4-5, 1973 at Steamboat Springs, Colorado; and May 9, 1973 at Poudre City Resort, Colorado. The first two retreats were attended by professional staff only, however, graduate research assistants did participate in the 1973 sessions. Items discussed included:

-State Delivery Systems
-Diffusion Phase of Project Communi-Link
-State Instructional-Consultants Meetings
-Staff Operations During the Third Project Year
-Alternatives to be considered in view of the Project termination date of June 30, 1973 (possibilities for continuation, etc.)
-Project Philosophy.

All retreats were a day and a half in duration (except the last, which lasted only one day), with general sessions held the afternoon and evening of the first day and the morning of the second day.

Verbal exchange among various staff members took place continually; in the office setting, while traveling to and from states and communities, and on a social basis.

Supporting Personal Contact

Not all staff members were physically located in one building, or in close proximity in the same building. Therefore, telephone contact was heavily utilized in informal, day-to-day communication among the CSU-based staff. Not all staff members had telephones in their offices (due to University policies regarding the installation of additional equipment).

In addition to communication, other related factors or characteristics vital for successful group functioning were evident. Project Communi-Link staff members put forth efforts to work in a mutually supportive fashion as evidenced by the existence of certain factors or indicators of mutual support.

Positive atmosphere. Project staff members interacted in a warm, friendly manner, truly concerned with each other's beliefs, values, and interests. Each individual was free to express himself without threat or competition being present.

Total group participation. All members of the Project staff participated actively in decision-making; group concensus was the key. Total staff efforts were put forth in planning and conducting numerous Project workshops and other activities, in evaluation of Project efforts and in diffusing Project information (as in writing and publishing this report).

Group identity or "we feeling." Project Communi-Link staff members functioned as a team or unit in accomplishing goals. Each person played an important role as a member of this team and recognized the importance of that role to the total team effort. Individual input and commitment to group philosophy, goals, and objectives were responsible for this team feeling, reflected in staff members' sharing of activities both within and outside of the Project itself.

Participative leadership. Project Communi-Link directors encouraged and considered opinions of all staff members. Any relevant information available to Project leaders was made available to others. As effective leaders, Communi-Link Directors diffused leadership responsibilities whenever appropriate (e.g., staff members conducting workshops were also responsible for coordination of the workshops). Project leaders exhibited as well as encouraged creativity, initiative, and sincerity within each staff member's personal limits.

Opportunities for personal enrichment. In addition to using each other as resources, staff members had the opportunity to take part in numerous forms of in-service training. (See section of this report dealing with in-service training.) All staff members assumed a variety of new and challenging responsibilities, allowing for personal growth and satisfaction. All staff members also had the opportunity to enroll in or teach courses within the University.

Efficient use of resources. In addition to utilizing each staff member as a resource person, task forces to combine areas of expertise were formed for specific jobs (e.g., a task force was formed to develop a "Coordinator's Handbook" for diffusion-dissemination workshops). In all efforts or activities, whether total group, task force, or individual, cooperation and coordination yielded successful and satisfactory completion of tasks.

Materials, machines, and equipment were shared by staff members for maximum use; proper care and treatment saved time and money.

Staff members found time to be a valuable resource to one another; sharing of time schedules, posting of workshop schedules, coordination of travel schedules are some of the ways time was conserved. Project Communi-Link recognized that time would be sacrificed when tasks were to be more effectively accomplished by total group effort (e.g., concensus decision-making and goal-setting require total group effort, which proved to be time-consuming).

Supporting Non-personal Contact

Staff visitation reports, or field reports were prepared by each staff member upon completion of visits to Project states or pilot communities for submission to one of the Project Co-Directors or a designated staff member. Included in the reports were person(s) contacted, purpose of visit, results of visits, comments, and so on, as well as significant telephone contacts.

Interoffice memoranda were developed by any staff member wishing to announce changes in scheduling, as reminders of dates and deadlines; and to clarify internal, Departmental, or University policies and/or procedures, especially as they pertained to the support function. The latter were usually originated by the supporting staff when it became evident that one or more individuals were unaware of such policies and procedures.

Travel schedules were distributed to each staff member as plans to travel to the states and communities became finalized. The itineraries reflected departure and arrival times, airline(s) to be utilized, rental car arrangements, and other pertinent information. A master calendar maintained in the Project's central office reflected all planned travel, workshops, or other activities on a month-by-month basis. The calendar served as a ready reference in Project planning and provided access to travel information at any time.

During the Diffusion Phase, two diffusion planning boards were devised to facilitate workshop scheduling. Items such as location of the workshop(s), dates, responsible staff member(s), local contacts and other data were posted on the boards.

Routing forms were developed to circulate information of general interest to the staff, such as newspaper and magazine articles dealing with adult education, community development, simulation gaming, etc.; feedback on Project activities in the pilot communities; recent additions to the Adult Education Library (especially periodicals); and correspondence from outside individuals, organizations and agencies expressing support for the Project.

RESULTS

The weekly staff meetings provided an opportunity for open exchange of ideas among the staff and for frequent cross-sharing of information vital to the on-going program. However, since there was very little formal structure in the conduct of the meetings, discussion occasionally became protracted and was felt by some to be time consuming. Attempts to terminate or limit such discussion were usually not made, except in the area of cross-sharing. Inputs of various staff members were sometimes repetitious of those of others.

Staff retreats were held outside the University setting in order to free the staff from routine interruptions and pressures encountered in the office and provided opportunities to explore concerns and future plans in depth, as well as in an informal atmosphere.

Verbal exchange among staff members while in the office, as well as en route to or from states or communities, created a feeling of openness within the staff, as did the open door policy of the Project administrators. Staff members were encouraged to discuss problems and/or concerns with the Project Co-Directors whenever possible. Further, since the staff was frequently together outside the work setting, communication on a social place was seen as contributing to the cohesiveness of the group. The mutual support of staff members for one another precipitated healthy internal communications.

Internal communication was hampered by the fact that not all staff members had telephones in their offices. Although Project Communi-Link had adequate funds to support the installation and use of additional telephone sets, these could not be provided under existing University policies. Two, and sometimes three staff members sharing the same office had only one phone available. Two offices had no phones, necessitating utilization of phones in the central office or other Project offices when available.

Staff visitation reports were helpful in process and product evaluation, and in compilation of the Year-End (Terminal) Reports.

Additionally, they were helpful to new staff members as a means of familiarizing themselves with what took place in their assigned communities prior to their joining the staff.

As the staff increased in size and activity, it became evident to the supporting staff that new professional personnel were provided with few, if any, written procedural guidelines describing the functioning of various Project, Departmental, or University systems under which the program operated. Verbal exchange of this information was in many instances haphazard and ineffective. Thus, on several occasions, the bypassing of procedural channels or the failure to observe specific University regulations, especially in the areas of purchasing and accounting, resulted in conflicts between the Project and the service agency involved.

The use of routing slips was greatly limited when it became evident that time constraints did not permit review of all the material being circulated, resulting in "information overload."

CONCLUSIONS

The extensive "face-to-face" contact engaged in by the Project staff was the greatest enhancer to program operations. Weekly staff meetings generally provided opportunities for spontaneous and creative inputs from all present, as did the off-campus staff retreats and the day-to-day verbal exchanges between various staff members. However, it is felt that a more structured approach to the weekly staff sessions may have prevented the repetition of information and overly lengthy treatments of items irrelevant to the point under discussion.

The lack of an adequate telephone system was a situation over which the Project had little or no control, despite the fact that Project funds were available to install equipment sufficient to meet its needs. This, together with the fact that not all staff were physically officed in one location where person-to-person contact might have been expeditious, was seen as an impeder to internal communication.

It is felt that the failure to provide sufficient procedural and policy information to in-coming staff, or to regularly update the entire staff regarding changes in such policies or procedures, impeded the Project support function. Informational memos issued by the supporting staff did serve to inform the professional staff of the existence of various systems or to clarify their functions; however, these memos usually evolved as a result of a crisis situation. Perhaps confusion could have been avoided had the staff been better and earlier apprised of appropriate Project, Departmental and University procedures, particularly pertaining to budget expenditures. The question of whether this was the responsibility of the Project administration or the supporting staff was never resolved.

Supporting non-personal communications in the form of memos, schedules, field reports, and visual aids were felt to be helpful in disseminating general information to the entire staff.

In summary, the Project Communi-Link staff was successful in maintaining a variety of open channels of communication at the internal level through the adaptation or adoption of the various methods described above.

IMPLICATIONS AND RECOMMENDATIONS

In undertaking a project of the nature and scope of Communi-Link, the following should be considered pursuant to internal means of communication:

1. Frequent verbal communication among staff members, especially face-to-face contact, is of primary importance. Any and all opportunities, both formal (i.e., regularly scheduled meetings of the entire staff, retreats, task groups, etc.) and informal (day-to-day exchanges during office hours, while traveling, etc.) should be provided and encouraged in order that as much free and candid exchange of information as possible may take place.
2. General staff meetings should be structured enough so that discussion does not stray from the point in question, but at the same time should allow flexibility so that contributions felt by each staff member to be important are not discouraged.
3. The institution, agency or organization within which such a project functions should be willing and able to provide a telephone system adequate to meet the needs of project staff members, especially where funds to support such a system are available within the project's budget.
4. Individual efforts to create a mutual support system, within the staff (making use of total group participation, participative leadership and opportunities for personal enrichment) should be encouraged.
5. A system should be devised, early in the program, whereby new staff members are apprised of the various administrative policies and procedures under which the program must function. Periodic updating of this information should also take place. An "in-house newsletter" might be an appropriate vehicle for dissemination.

6. Any new or innovative methods which may enhance internal program communications (visual aids, written materials, etc.) should be explored in terms of their usefulness and applicability to program operations.

STAFF COMMUNICATIONS (EXTERNAL)

DESCRIPTION

As was practiced in internal communication efforts, emphasis in the external area was placed on fact-to-face contact, supported by other types of personal and non-personal contact.

Face-to-Face Contact

During the Initiation Phase of Project Communi-Link, personal contact was made via on-site visits by two or three staff members to each eligible state. Meetings were held with representatives from the various State Departments of Education and of Cooperative Extension to describe and discuss the intents of the Project and to determine each state's interest in participation. (See section on Project Initiation.)

Each staff member was assigned primary responsibility for certain pilot communities in the Project area. Throughout the program, staff visitations were conducted in the communities as deemed appropriate by Project staff or upon requests of the SIC's or others.

Nine State Instructional Consultants' "Roundtable Sessions" or training sessions were conducted during the Project's three-year life span. The purpose of the meetings was to provide an opportunity for the State Instructional Consultants and Project staff, as a group, to exchange information on State-Community Project-related activities; future plans and objectives, at the local, state and Project level; State-Community Assistance Networks (SCAN); diffusion and documentation activities; sub-contractual arrangements; and terminal relationships. Blocks of time were also reserved for inputs from the Project's internal and external evaluators as well as for small group "special interest" meetings. The Roundtable Sessions were one and one-half days in length. The proceedings were recorded on cassette tapes, and later transcribed for distribution to all participants.

The final activity for FY 1972 was a special workshop, "'72 UPDATE '73" held in Denver, Colorado, on June 29-30, 1972. Following an introductory session to review Project operations and outcomes to date, the major part of the workshop was devoted to "caucuses" by state and special interest groups. In these sessions, the primary purpose was to assess current Project outcomes and to develop tentative plans (1) for further development of community-level effort, and (2) for evolving a State-Community Assistance Network (SCAN) as a state delivery system in each Project state.

Participants from Project states in attendance at "'72 UPDATE '73" included the State Instructional Consultants; State Directors of Adult Education and Cooperative Extension, and representatives from the pilot communities and from the Offices of the Governors of each state. Participant observers in attendance included DHEW Regional Adult Education Program Officers; the Executive Director of NAPCAE; a representative from the USDA, Extension Service in Washington, D. C.; and a representative from the National Farm Foundation. Proceedings of this session were also taped and transcribed.

Luncheons were sponsored by Project Communi-Link for: (1) members of the CSU Department of Education staff in September, 1972 and January 1973; and (2) for University Administrators (April 1973) including representatives of the State Board of Agriculture, the President of the

University, Vice Presidents, Deans and Associate Deans of the several colleges, the Director and Assistant Directors of Cooperative Extension, and the Directors of Community Resource Development and of the Continuing Education Center. The purpose of the luncheons was to apprise these individuals of the nature, scope and activities of the Project to date.

During the Diffusion Phase of Project activity, a local diffusion workshop was presented May 8, 1973, involving selected individuals in the Fort Collins, Colorado area and within Colorado State University. (See section on "Diffusion.")

Supporting Personal Contact

Because the Project served 32 pilot communities in a 14-state area, there was maximum use of the nine telephones available to the staff of 19 people, especially in making and receiving long distance calls. There was access to a Wide Area Telecommunications (WATS) line through which long-distance calls could be made at no cost to the Project within a limited area between Fort Collins and Denver.

A wide variety of personal correspondence was generated by the staff, and included:

-Contacts with State Instructional Consultants
-Contacts with state-level personnel in the 14-state area
-Contacts with Federal personnel
-Responses to inquiries about the Project and/or MICROVILLE
-Invitational letters to meetings, workshops, etc.
-First contact letters to eligible states during the Initiation Phase
-Follow-up letters to persons involved in MICROVILLE or diffusion workshops
-Contacts with various University personnel.

Supporting Non-personal Contact

In September, 1971, plans were undertaken to develop a series of newsletters containing information about Project staff and activities in the participating states and communities, as well as at Colorado State University. Nine issues of the newsletter were published. Early issues were sent to:

- -State Directors of Adult Education in the 50 states
- -State Directors of Cooperative Extension in the 50 states
- -All members of the Commission of Professors of Adult Education
- -All Project staff and State Instructional Consultants
- -All members of the CSU Department of Education
- -All members of the Colorado Cooperative Extension Service
- -All community participants who attended CSU workshops
- -All community participants who attended local area workshops
- -Selected Colorado State University administrators.

During the final six months of Project operations, the mailing list was expanded to include:

- -United States Senators and Representatives in the 50 states
- -Governors of the 50 states.

The final mailing list included approximately 2,800 names. Sample copies of the June and July 1972 issues were included in the Project Communi-Link "Second Year Report."

Bi-Monthly Reports were developed for the period September, 1971 to May, 1972 at the request of the Region VIII Project Officer, Division of Adult Education, Washington, D. C. The reports described Project activities during the previous two months and outlined plans for the next reporting period. Distribution was made to the Project Officer, Project CSU-based staff, and State Instructional Consultants. Quarterly Reports replaced the Bi-Monthly Report during the first half of FY 1972-73.

Year-End or Terminal Reports were written in compliance with federal requirements governing 309(b) project, and described in detail

Project activity during the previous fiscal year. Distribution was as follows:

- -Business Management Unit, DHEW
- -Project Officer, DHEW
- -Selected DHEW administrators
- -DHEW Regional Program Officers in the 10 U. S. Regions
- -All Project staff and State Instructional Consultants
- -All State Directors of Cooperative Extension in the 50 states
- -All State Directors of Adult Education in the 50 states
- -All members of the Commission of Professors of Adult Education
- -All members of the CSU Department of Education
- -Selected CSU administrators
- -Selected others at the state, regional or national level.

Monthly narrative budget reports were submitted to Project headquarters by State Instructional Consultants in the 14-state area. The narrative portion described current and planned activity in the pilot communities. The budgetary statement reflected the status of monies allocated for use by SIC's under the sub-contracts with the Project.

A Project Communi-Link Brochure was developed at the outset of the program to provide a brief description of its scope and activities. The flyer was often used as a companion piece to similar materials describing the MICROVILLE simulation game. During the third fiscal year of Project operations, a booklet entitled Project Communi-Link: A Process for Community-wide Program Development, was published which provided an overview of the program in terms of its rationale, process, staffing, impact and future implications. Copies of the Overview Booklet were distributed to persons on the Project Newsletter mailing list (approximately 2,800 individuals), as well as to others requesting information about the program. Other booklets were developed to describe the various types of training experiences available through the Project ("spin-off workshops.")

RESULTS

Initial face-to-face contact with state-level personnel in the eligible states during the Initiation Phase was successful in providing a very personal introduction to the Project. On-site visitations by the various staff members to their assigned communities was a vital part of the on-going program, since they enabled CSU-based staff to observe first-hand what was taking place in the communities. However, it became difficult to maintain rapport in several instances where CSU staff members left the Project and were replaced by new personnel who were unfamiliar with the community(ies).

State Instructional Consultants' Roundtable Sessions were valuable opportunities for the CSU staff and the SIC's to exchange information in both the formal and informal setting on what was happening in the pilot communities. The meetings also allowed the SIC's to express very candidly their feelings about the role in the Project.

As a vehicle to create visibility for Project Communi-Link, the "'72 UPDATE '73" meeting was successful, especially since participants included high-level state and federal personnel, some of whom had no prior knowledge of the program. Departmental and Administrative luncheons for Colorado State University personnel were fairly well attended and seemed to generate interest in the program within the University as well.

As mentioned in the "Internal Communications" portion of this report, telephone communications were a problem. Access to phones for some members of the staff was difficult. Except for those phones located in a few offices which had separate phone numbers, most incoming calls were received in the Project's central office. Confusion or delays sometimes resulted when attempting to relay messages or transfer long-distance calls. Although use of the WATS line incurred no charge to the Project, it was often difficult to obtain an open line because of heavy use of WATS lines throughout the University. In addition, the geographic area served by this line was limited. Thus, long distance calls accounted for a good portion of the communications budget.

The Overview Booklet was probably the most useful written tool developed by Project staff to communicate Communi-Link concepts, activities and achievements. The publication received extensive distribution and served to generate interest in the program nation-wide. Also, the attractive and professional appearance of the booklet served to enhance the image of Communi-Link. Feedback from the community level indicated that Project Newsletters created an awareness of what was happening in the program, as well as providing information about the CSU-based staff, such as personal background, experience, and individual areas of expertise. Other reactions were that (1) as a newsletter per se, it was better developed and more meaningful than most information pieces of its kind, and (2) that the Newsletter served to create interest in the Project and in the spin-off training experiences offered, as evidenced by the numerous requests for the training or informational booklets developed.

Indications from the Region VIII Project Officer in Washington, D. C. were that the Bi-Monthly and Quarterly Reports prepared at his request did provide useful information regarding Project activity. However, the reports were requested only for the period September, 1971 to December, 1972, leaving time spans at the beginning and the end of the program which were not documented for the Project Officer's information (with the exception of data included in the Year-End or Terminal Reports). The time, effort and cost involved in the development of the Bi-Monthly and Quarterly reports is questionable, since (1) the reports were of a general nature, (2) the reporting period did not encompass the duration of the Project, and (3) the reports, as written communications, were not supported by adequate personal contact. [It was noted that face-to-face contact between the Project Officer (as well as other federal level personnel) and CSU-based staff was rare. Federal funds were not available to allow the Project Officer to travel to Colorado State University or to observe program activity in the communities. In addition, other personal contact (telephone and correspondence) was infrequent.]

Reaction to the Year-End or Terminal Reports at the federal level was minimal. However, feedback from others receiving copies of the reports indicated that it provided useful information to those directly involved with the program, and generated interest on the part of many outside the scope of the Project, especially those involved in the administration of other 309(b) programs.

Submission of the monthly narrative reports and budgetary statements by State Instructional Consultants was often sporadic or in some instances absent altogether, thus impeding efforts of Project administrators in budgeting, planning and programming. Phone calls and correspondence were at times necessary to determine the status of sub-contractual monies and progress made in the communities.

CONCLUSIONS

It is felt that the greatest enhancer to Project Communi-Link's efforts to communicate Project intents, objectives, activities and outcomes on an external level was the use of face-to-face contact via staff visitations to states and communities during the Initiation Phase and throughout the on-going program; meetings with State Instructional Consultants; and the "'72 UPDATE '73" session. Supporting types of communication such as Project Newsletters and the Overview Booklet were equally effective in providing an overall view of the program on a nation-wide basis.

Whether meaningful communication was ever established with personnel in the funding agency at the federal level is doubtful. It is difficult to imagine that any clear picture of the nature, scope and activities of the Project could be gained through the use of an inconsistent reporting system which was not well supported by regular face-to-face or other forms of personal contact. The lack of funds to enable federal personnel to make on-site observations of the Project's efforts was considered to be an impeder to communications in this direction.

It is felt that inconsistent reporting of local activity and budget (sub-contractual) expenditures by State Instructional Consultants to the Project administration impeded CSU-based staff in their efforts to plan for the on-going program.

IMPLICATIONS AND RECOMMENDATIONS

1. Extensive use of face-to-face contact is recommended, especially with persons directly involved with the program but who are geographically distant from the project's base of operations.
2. A variety of printed matter describing the program should be developed and disseminated on a wide scale in order to create interest in and awareness of program activities.
3. The funding agency, whether federal or private, should be able to provide means for its personnel to make on-site visits to the project's base of operations, as well as to the pilot

communities or areas which are engaged in project activity, if such exist.

4. If the funding agency or institution has requirements for written reports, these requirements should be clearly outlined at the outset of the program and consistently adhered to throughout its duration. In a program of the nature and scope of Communi-Link, it is felt that quarterly reports and year-end reports would suffice. However, written reports should be reinforced by personal contact and should not be intended to serve as the sole source of information about the program.
5. Ways should be found to develop and maintain an adequate reporting system between field personnel and project staff on a regular basis.
6. As was suggested for the internal communications effort, adequate telephone systems should be provided to meet the needs of all staff members.

STAFF TRAVEL

DESCRIPTION

On July 20, 1970, Dr. Denzil O. Clegg made the first trip for Project Communi-Link by traveling to Washington, D. C., to negotiate for funds. Since that time, 793,953 miles have been traveled by Project Communi-Link staff by air, rental cars, taxis, state cars, and private autos.

Air travel was utilized to reach all communities in the Project states, except for the communities in the states of Colorado, New Mexico, and Wyoming. These communities were best reached by auto. When flight service was not available into a community, a rental car from the nearest airport was used to complete the trip.

With a staff of from five to twenty persons traveling, it became a necessity for organization, communication, and cooperation in the Project Communi-Link headquarters. One secretary was assigned the job of travel officer. It was the responsibility of the travel officer to coordinate and schedule all travel to and from the community(s). When a staff member became aware of an upcoming visit for a workshop, community meeting, etc., in his assigned community(s), he would direct the request for travel through a Co-Director for final approval. (This was done in order to insure the traveler a rest period between trips and when necessary substitute another staff member; to arrange for equipment and supplies needed for that visit or workshop; and when appropriate, to coordinate visits with other nearby communities.) After approval was given, this "traveling link" would give the travel officer the day and month of the meeting, time, town and state, building therein (if known), and the staff members to be involved and the reason for their travel.

The travel officer contacted a travel agency in Fort Collins for all necessary flight schedules and reservations, prices, motel reservations, rental car reservations, etc. At Colorado State University, an Out-Of-State Travel Request and Authorization is required for all travelers; this was completed and submitted by the travel officer after all the above information was obtained. (See Attachment 1.) At the same time the Out-Of-State form was typed, a Request for Travel Advance was typed and submitted for approval for the traveler's use. (See Attachment 2.) Travel itineraries were typed for all travelers (see Attachment 3) and given to each traveler for his or his family's reference (one copy was retained for filing and office reference in the individual's travel folder). After the itineraries were typed, the traveler(s)' name(s) were written on the master calendar to show the days of their absence, along with their location. This calendar was located in the main office and was easily accessible to all staff members so that it could easily be determined if a person was available for appointments, meetings, etc. This was necessary since staff members could be on the road from one to eight days at a time.

On the day of departure, or the night before, a rental car and airline tickets were delivered by the travel agency either to the office or home of the traveler. The rental cars were utilized to travel the 70 miles to Denver's Stapleton Airport where the cars were dropped at the rental car office. A car was also reserved in Denver for the return trip to Fort Collins. Rental cars and airline tickets were paid for on Request for Payment forms issued to the travel agency (see Attachment 4).

AO FORM T-5
ECEMBER, 1970

ATTACHMENT 1

OUT-OF-STATE TRAVEL REQUEST AND AUTHORIZATION

SECTION A (FOR USE BY DIVISION OR AGENCY) TYPE OR PRINT.
ORWARD TO EXECUTIVE DIRECTOR OF DEPARTMENT AT LEAST 10 DAYS PRIOR TO DEPARTURE.

. NAME OF TRAVELER AND TITLE Sheila Schroeder Instructor	2. DEPARTMENT OR INSTITUTION Education, CSU	3. REQUEST NO.
. STATION Ft. Collins, Colo.	5. DESTINATION Kirksville, Mo.	

. ESTIMATED EXPENDITURES FROM FUND NO. 31-1772-4230

TRANSPORTATION	$ 101.27*
MEALS 2 days at $10/	$ 20.00
LODGING 2 nights at $20/	$ 40.00
REGISTRATION FEE	$
INCIDENTAL EXPENSES (EXPLAIN)	$ 65.00
Rental Cars $25.00	
phone $5.00, Commuter plane	$ 44.00
excess lugguage $30.00	
taxi $5.00 TOTAL	$ 270.27

7. MODE OF TRAVEL

☐ STATE AUTO
☐ PRIVATE AUTO
☒ COMMERCIAL PLANE
☐ STATE PLANE
☐ TRAIN
☐ BUS
☒ OTHER rental car and commuter p

. TIME AND DATE OF DEPARTURE June 11 1:00 p.m.	9. TIME AND DATE OF RETURN June 13 11:00 a.m.

0. PURPOSE AND JUSTIFICATION OF TRAVEL

to conduct a diffusion workshop for PC-L

1. REMARKS:

*A commuter plane will be utilized from Kansas City to Kirksville and will cost $44.00@

2. DATE 6/8/73 Sheila Schroeder	13. SIGNATURE OF REQUESTING OFFICER Arvin C. Blome

SECTION B (FOR USE BY DEPARTMENT)

4. TYPE OF CONSIDERATION

☐ TRAVEL REQUEST APPROVED ☐ TRAVEL REQUEST DISAPPROVED

5. MAXIMUM AUTHORIZED EXPENDITURE:

TRANSPORTATION	$
MEALS	$
LODGING	$
REGISTRATION FEE	$
INCIDENTAL EXPENSES	$
TOTAL MAXIMUM AUTHORIZATION FOR WHICH REIMBURSEMENT CAN BE OBTAINED	$

6. REMARKS:

7. DATE	18. SIGNATURE OF EXECUTIVE DIRECTOR OF DEPARTMENT

ATTACHMENT 2

REQUEST FOR TRAVEL EXPENSE ADVANCE

Colorado State University

Date 6/8/73

Traveler's Name Schroeder, Sheila (Last, First)

Social Security Number 501-54-9146

Department Education

Bldg. & Room No. 213 Liberal Arts

TRAVELER'S REQUEST

I request a travel expense advance for the University travel plans as indicated. I agree that the total advance received will be deducted from my travel reimbursement. I further agree that if my advance exceeds the reimbursement due me I will attach appropriate personal check (made out to the University) to my Travel Expense Account Sheet. Upon failure to make prompt payment of the excess advance I authorize the University to deduct same from any monies or credits due or payable to me from the University. I will submit my Travel Expense Account Sheet within 7 days after completion of my travel.

Sheila Schroeder
Signature of Traveler

TRAVEL DATA

Depart Fort Collins (date) June 11, 1973

Travel to Kirksville, Mo. via Kansas City, MO.

Return (date) June 13, 1973

Estimated total per diem and expenses to be claimed*	$ 169.00
Less	$ $50.00
Travel Adv. Requested (Max. $200)	$
Registration fee advance	$ 119.00
Total advance requested	$

*Do not include transportation covered by Request for Payment.

APPROVALS

Signature of Approving Authority Date 6/8/73

Authorized signature, Accounts Payable Department Date

Present to Cashier, Administration Annex Bldg.

RECEIPT

I acknowledge receipt of $ ________ as an advance on my planned University travel.

Date

Signature of Traveler

Distribution: White and Pink Copies to Cashier, Blue to Accounts Payable Dept., Yellow to Traveler

ATTACHMENT 3

Tom Sork and Sheila Schroeder
Kirksville, Mo.
June 11-13, 1973

June 11, Monday

Denver	3:40 p.m.	Cont. 26
Kansas City	5:56	

Kansas City	7:00 p.m.	Horizon Airways Inc. 98**
Kirksville	7:40	

Shamrock Motel

June 13, Wednesday

Kirksville	7:00 a.m.	Horizon 95**
Kansas City	7:40	
Kansas City	8:30 a.m.	Frontier 7
Denver	8:55	

*When you reach K.C. please find the Horizon desk and make reservations R.M.T.K. can not write a ticket for this commuter. The cost will be $44.00 a piece for a round trip ticket. If you can not make the flight, get a rental car and drive as I have allowed enough money in Tom's travel to pay for it. Thanks!!

Rental car will be delivered to the office the a.m. of the 11th.

ATTACHMENT 4

Speediset Moore Business Forms, Inc.

COLORADO STATE UNIVERSITY

No. RP79098

VENDOR NO.

PAY TO

Rky. Mtn. Travel King
VENDOR NAME

516 South College Ave.
VENDOR ADDRESS

Fort Collins, Colo. 80521

INSTRUCTIONS TO VENDORS.

YOU ARE AUTHORIZED TO PROVIDE THE MATERIALS OR SERVICES LISTED BELOW AND YOU WILL BE REIMBURSED BY COLORADO STATE UNIVERSITY PROVIDED
1. THE MATERIAL COST DOES NOT EXCEED $[illegible] UNLESS SPECIFICALLY AUTHORIZED BY THE C.S.U. PURCHASING DEPARTMENT ("SERVICES" PROVIDED ARE NOT LIMITED TO THIS AMOUNT).
2. THE "APPROVED BY" BLOCK CONTAINS THE SIGNATURE OF AN AUTHORIZED C.S.U. OFFICIAL.
3. ALL MATERIAL DELIVERED IS SPECIFICALLY DESCRIBED AND INDIVIDUAL ITEM AND COST IS ENTERED PRIOR TO CERTIFICATION.
4. THE SIGNATURE OF THE C.S.U. EMPLOYEE ACTUALLY RECEIVING THE MATERIAL OR SERVICE IS SECURED IN THE "RECEIPT" BLOCK AND COPY 3 (YELLOW) IS FURNISHED THAT INDIVIDUAL, WHO WILL PROMPTLY RETURN IT TO THE FUND APPROVING OFFICIAL.
5. COPY 1 (WHITE) ATTACHED TO ORIGINAL COPY OF YOUR INVOICE AND COPY 2 (PINK) ATTACHED TO 2ND COPY OF YOUR INVOICE IS FORWARDED TO C.S.U. ACCOUNTS PAYABLE SECTION.
6. COPY 4 (GREEN) IS FOR YOUR (VENDOR) FILE.

DISTRIBUTION					DESCRIBE MATERIALS PURCHASED OR SERVICES PERFORMED	AMOUNT
	DEPT.	PROJECT	CLASS	INVOICE NO.		
1	1772	4230			For S. Schroeder and T. Sork to travel to Kansas City, Mo.	
					on June 11-13, 1973 for the Kirksville, Mo. trip 101.27@	$202.54
					TOTAL	
					LESS DISCOUNT	
					TOTAL TO BE PAID ▷	$202.54

GOODS OR SERVICES RECEIPT

RTIFY THAT THE ABOVE ITEMS OR SERVICES HAVE BEEN SFACTORILY RECEIVED OR PERFORMED

onja J. Mehaffey
SIGNATURE

INTERNAL SIGNATURES

DATE

EXPENDITURE AMOUNT THAT APPROVED BY

DATE 6/7/73

DEAN, DIRECTOR OR DEPT. HEAD

RESULTS

Project Communi-Link staff members made visitations to their assigned communities during each of the three years of the Project life span. The name of the community, the dates and purpose of the visits, and the number of staff members making the visitation follows.

CONCLUSIONS

Project travel was wearing and required both dedication and responsibility of the staff members. All staff members, even though constantly on the go, made it a point to know why and where other staff members were traveling. The staff was congenial and made use of travel time together to further enhance the closeness that developed. Individuals traveling together worked as a team and made a concerted effort toward successful workshop presentations of the concepts and goals of Project Communi-Link. When traveling together, the concern shown for one another was an important factor in the success realized in relating the Project concept to workshop participants.

IMPLICATIONS AND RECOMMENDATIONS

If travel is being considered by other projects, the following suggestions are offered:

1. Staff members, when hired, should be informed that travel is involved and should be willing to accept this responsibility.
2. One person in the office should be assigned the organization of travel.
3. One local travel agency, with access to all travel services, should be utilized to assist with travel arrangements for the staff. If possible, one person at that agency should be given

the responsibility for handling the project account. Helpful services include (a) rental car pick-up and delivery, and (b) airline ticket delivery.

FREQUENCY OF PROJECT COMMUNI-LINK STAFF TRAVEL TO PILOT AREAS FOR:
FY '71, '72, and '73

PURPOSE OF VISITATION	ARIZONA	*Bisbee*	*Cocopah-Somerton*	COLORADO	*Cortez*	*Sterling*	IOWA*	IDAHO	*Blackfoot*	*Coeur d'Alene*	KANSAS*
1. *Project Initiation*	11/71-2		3/72-1	7/70-1 10/70-1 2/71-3 5/71-1	1/71-2		10/70-2	11/70-2 10/71-1	1/71-1	1/71-1	11/70-2 1/71-1
2. *Initial Training*				3/72-1							
3. Follow-up - Assistance a. *Local Microville workshops*		3/72-2		1/72-4	4/72-4	12/70-2 8/71-3 3/73-1		3/72-2	3/72-1	9/71-2	
b. *General Consultative*		3/73-1	10/72-1	2/72-1 9/71-4	11/71-2	1/71-3 8/71-1 11/71-2 12/71-1 2/72-1			2/72-2 12/72-2	10/71-2	
c. *Consultative, needs/resources assessments*					8/72-2	4/72-3 3/72-1 10/72-1 12/72-1				9/72-1	
d. *Special Workshops*				3/72-5				10/71-6 11/71-2			
4. *SCAN*	5/72-2			6/72-5 7/72-2			6/71-1				
5. *Project Dissemination*	3/73-3			3/72-2 8/72-1 9/72-1		2/73-3	5/73-2	2/73-3		8/72-2 5/73-2	
6. *Project Administration, Planning, & Development*	9/72-2	3/72-2		ATTACHED			8/71-1	9/71-1 3/72-2		9/71-1	

***Iowa and Kansas were eligible to participate in PC-L. However, after initial visitation elected not to participate in the Project.**

DATES - *Numbers in the various state or community blocks indicate the month and year of visitation and the number of staff members travelin to the visitation site.* EXAMPLE: *3/72-2; In March of 1972, two staff members traveled to that community (state) for the purpose indicated.*

NOTE: Entries in state blocks indicate visitations made within the state in areas outside pilot communities. For example: The Project initiated activities through visits with state level officials, generally in state capitols.

FREQUENCY OF PROJECT COMMUNI-LINK
STAFF TRAVEL TO PILOT AREAS FOR:
FY '71, '72, and '73

COLORADO: 6

8/70-3, 10/70-3, 11/70-1, 3/71-9, 4/71-10, 5/71-1, 6/71-12, 7/71-12, 8/71-1, 9/71-1, 10/71-2, 11/71-4, 2/72-15, 3/72-5, 4/72-12, 5/72-8, 9/72-10, 10/72-15, 11/72-11, 5/73-13

FREQUENCY OF PROJECT COMMUNI-LINK STAFF TRAVEL TO PILOT AREAS FOR: FY '71, '72, and '73

PURPOSE OF VISITATION	MINNESOTA	Aurora-Hoyt Lakes	Crookston	MISSOURI	Green Hills Region (Chillicothe-Trenton)	Mineral Area (Farmington)	MONTANA	Flathead Reservation	Miles City	NEBRASKA	Columbus	Upper No. Platte Valley (Scottsbluff)
1. Project Initiation	10/71-4	12/71-4		11/70-2	2/71-2	1/71-2	3/71-1	5/71-1	3/71-1	12/70-2 3/71-1	2/71-1	2/71-1
2. Initial Training												
3. Follow-up Assistance												
a. Local Micro-ville workshops			4/72-2	3/72-2	1/73-1 2/73-3	9/71-2		4/72-2	11/71-4	5/71-1 11/71-2 1/72-1 4/72-1 5/72-4 6/72-2	5/71-1 12/72-2 5/72-2	5/71-1 9/71-1 2/72-1 5/72-2
b. General Consultative	10/72-2		1/73-2		2/71-2 7/71-2 9/71-2 12/71-1 6/72-1 11/72-1	5/71-1 10/71-1 6/72-1	12/71-2		9/71-2 2/73-1	9/71-2 9/71-1 10/71-1 9/72-1 10/72-1	5/72-1	
c. Consultative. needs/resources assessments		8/72-2	8/72-2	10/72-1		6/72-1						
d. Special Workshops				10/71-2 11/71-4 12/71-3	5/71-3	5/71-3 3/72-1	3/71-1			7/72-1		
4. SCAN									10/72-1			5/72-2
5. Project Dissemination	11/72-9			10/72-1 3/73-3 6/73-2		1/73-4	1/72-1			4/71-1 5/73-1		
6. Project Administration, Planning, & Development				1/71-2 3/71-2 5/71-1 8/71-1 9/71-3 10/71-1	9/71-2	3/72-2	10/72-1	5/71-2 6/71-3 7/71-1 10/71-2		8/71-1 2/72-1		

FREQUENCY OF PROJECT COMMUNI-LINK STAFF TRAVEL TO PILOT AREAS FOR: FY '71, '72, and '73

PURPOSE OF VISITATION		NEVADA	Elko	Ely	Fallon	NEW MEXICO	Taos	OKLAHOMA*	OREGON	Astoria	Coos Bay	Newport	Ontario
1. Project Initiation		10/70-1	1/71-1	10/70-1		11/71-3 12/71-2 1/72-4		11/70-2	3/72-3 7/72-4	10/72-1			
2. Initial Training													
3. Follow-up Assistance	a. Local Micro-ville workshops		5/71-1	12/70-2 5/71-3 4/72-2	6/71-3 10/73-1		2/73-3		4/72-19 6/72-2 10/72-4 5/73-2		7/72-5	10/72-4	7/72-2 9/72-2
	b. General Consultative		9/71-1 1/72-1	9/71-1 1/72-2 3/72-1 6/72-1 11/72-1	2/73-1		10/72-2						
	c. Consultative, needs/resources assessments											2/73-1	
	a. Special Workshops	1/72-2			4/72-1								
4. SCAN		3/72-2		10/72-1									
5. Project Dissemination			11/72-1 3/73-2	2/73-4								3/73-3	
6. Project Administration, Planning, & Development		7/71-2	1/72-1	1/72-1					10/72-1				

*Oklahoma was eligible to participate in PC-L. However, after initial visitation elected not to participate in the Project.

FREQUENCY OF PROJECT COMMUNI-LINK STAFF TRAVEL TO PILOT AREAS FOR: FY '71, '72, and '73

PURPOSE OF VISITATION	SOUTH DAKOTA	Lead-Deadwood	Wagner	Watertown	UTAH	Price	Uintah Basin Area (Vernal)	WASHINGTON	Port Angeles	Wenatchee	WYOMING	Rock Springs	Torrington
1. Project Initiation	10/70-2 12/70-2		12/71-1	12/70-2	11/70-1 1/71-1	1/71-1 2/71-2	1/71-1 2/71-2	6/72-1			11/70-3 3/71-1	2/71-1	2/71-1
2. Initial Training													
3. Follow up - Assistance a. Local Microville workshops	9/72-5	5/71-1 6/71-1		3/72-5	6/71-2 1/72-2		4/72-4				6/71-1	6/71-1 7/72-1	2/72-4
b. General Consultative	8/71-1 4/72-1	1/71-1 6/72-1 8/72-1 2/73-1		3/71-1 1/72-1 2/72-2		2/72-2	2/72-2				1/71-1 1/72-1	1/71-1 4/71-1 7/71-1 8/71-1 1/72-1 2/72-2	1/71-1 3/71-1 8/71-1 11/71- 1/72-1
c. Consultative, needs/resources assessments		9/71-1 10/71-1 11/72-1 10/72-1		11/71-1 2/73-1			11/72-1			11/72-7			
d. Special Workshops											1/72-1		10/72-
4. SCAN	9/72-1				6/71-1 7/72-1 10/72-4						5/72-4 7/72-1 8/72-1 12/72-6	7/72-1	
5. Project Dissemination		3/73-3			4/73-2	11/72-1 4/73-3	4/73-3 6/73-2	4/73-3	10/72-4			1/73-2	
6. Project Administration Planning, & Development	6/71-1 9/71-1			3/72-2	4/71-1 9/71-1			11/71-2			8/71-7 10/71-2		

FREQUENCY OF PROJECT COMMUNI-LINK STAFF TRAVEL TO NON-PROJECT STATES
FY '71, '72, and '73

URPOSE OF ISITATION	ALASKA	ARKANSAS	CALIFORNIA	FLORIDA	GEORGIA	HAWAII	ILLINOIS	KENTUCKY	MARYLAND	MASSACHUSETTS	NEW HAMPSHIRE	NEW JERSEY	NEW YORK	NORTH CAROLINA	OHIO	PENNSYLVANIA
Project Initi- ation					10/70-1											
MAINING IMBERS BETWEEN T USED WN TO 5																
Project Dissemina- tion	7/72-3	10/72-1 12/72-4	10/72-1 5/73-4	4/71-1 11/71-2 12/72-4 1/73-4 4/73-4	4/71-1 7/72-1 1/73-1 4/73-2	2/73-3	5/71-1 3/73-3	12/72-1 1/73-1 3/73-2 6/73-3	2/73-3	4/73-2	4/73/2	1/73-1	4/73-3	5/73-5	3/72-1	10/72-1 2/73-3
Project Adminis- tration, Planning, & Develop- ment			5/71-1 11/71-5 5/72-2	11/70-1	4/72-1											

PURPOSE OF VISITATION	PUERTO RICO	RHODE ISLAND	TENNESSEE	TEXAS	VIRGINIA	WASHINGTON D.C.	WISCONSIN
1. *Project Initi- ation*						1/70-1	
REMAINING NUMBERS INBETWEEN NOT USED DOWN TO 5							
5. *Project Dissemina- tion*	12/72-1	12/72-1 2/73-1	2/73-3	8/72-1	4/73-3		5/72-1
6. *Project Adminis- tration, Planning, & Develop- ment*				3/72-4		9/70-1 4/71-1 7/71-3 12/71-2 4/72-1 1/73-1	

PROJECT EQUIPMENT

INTRODUCTION

Project Communi-Link was physically housed in the Department of Education at Colorado State University, in offices provided by the University. The Project held responsibility for providing most equipment and furnishings for the offices, both of which increased as new staff members and staff services were added in each fiscal year. Delineated below are the equipment purchases made in each fiscal year from available Project funds.

DESCRIPTION

Fiscal Year 1971

Purchased in FY '71 (July 1, 1970 - September 15, 1971) out of $250,000:

	CSU Number	Serial Number	Cost
October, 1970			
IBM Selectric typewriter (onyx blue) Model 715	81015	9236436	$440.00
Desk with typing stand Mist green with brown top	81019 81018		191.25
5-drawer file cabinet	81017		97.40
Secretary posture chair Model 841	81016		48.75
December, 1970			
MTA Transcriber	65123	4503862	360.00
(4) Craig miniature portable cassette tape recorder units Model 2605	82617	$86.15@	344.60

	CSU Number	Serial Number	Cost
February, 1971			
(6) Simulation-gaming sets	83669 83668	$100.00@	$600.00
April, 1971			
IBM Selectric typewriter (onyx blue) Model 715	84375	9306418	456.20
ABDick mimeograph machine Model 530	85059	218916	636.35
May, 1971			
Tiffany typing stand			59.80
2-drawer file cabinet	84923		58.20
5-drawer file cabinet	88214		98.40
June, 1971			
(2) Borrough bookcases 6 shelves each	23560 29527	$66.76@	133.53
July, 1971			
Desk, mist green with brown top, Model #6629, with typing stand	86230 86231		191.25
Secretary posture chair Model 841	86229		48.75
Posture chair (with arms) Model 1935	86232		104.55
(2) 2-drawer file cabinets		$58.20@	116.40
August, 1971			
Ampli-Vox, portable public address system, Model S-122	86542	11445	241.35
Olivetti printing calculator Model D-24	86577		370.00
ABDick mimeograph stencil storage cabinet, Model 1051			58.95

August, 1971 continued	CSU Number	Serial Number	Cost
Panasonic Model RQ 229S language lab portable cassette tape recorder	86668	CB100792	$139.95
FY '71 TOTAL			$4,795.68

Fiscal Year 1972

Purchased in FY '72 (September 16, 1971 - June 30, 1973) out of $275,000:

September, 1971			
IBM Selectric typewriter (green) Model 715	86850	9346930	$440.00
March, 1972			
Desk (tan and lt. brown) Model 6629 with typewriter platform	88212		191.25
Secretary stylite chair	88213		48.75
5-drawer file cabinet	84924		98.40
IBM Selectric typewriter (onyx blue) Model 715		9378801	466.20
June, 1972			
Spotmatic 500 Honeywell Pentax camera with case	90355		182.48 (K)
Kodak Ektagraphic slide projector, Model AV 304Z with zoom lens	77356	1358332	181.00 (K)
(5) EFB597 360 ft. 16 mm Mag strip PIS "B" PI		$63.80@	319.00
(5) EFB595 90 ft. 16 mm Mag strip PIS "B" PI		$15.70@	78.50
Kodak visual maker kit Ektagraphic	90574		106.25 (K)

June, 1972 continued	CSU Number	Serial Number	Cost
DaLite Model Video-A screen			$ 50.00
FY '72 TOTAL			$2,161.83
Fiscal Year 1973			
Purchased in FY '73 (July 1, 1972 - June 30, 1973) out of $295,000:			
July, 1972			
(3) 6-shelf bookcases		$74.77@	$224.31
March, 1973			
Sound-A-Matic tape recorder Model 2	201824	A04533	149.00
FY '73 TOTAL			$373.31

FY '71, '72 and '73 TOTALS = $7,330,82

PROJECT RESOURCE CENTER

DESCRIPTION

The Diffusion Materials Center was begun early in December 1972 when it became obvious that such a central materials center was necessary to the successful completion of the diffusion phase of the Project. Center space was made available on the CSU campus located about five minutes from the CSU Post Office. In an area approximately 26' x 20', containing storage bins, shelves, and working tables, about forty different items (explanatory manuals, booklets, and brochures) were stored. All of these materials were developed by Project staff. This supply was inventoried frequently to assure adequate estimates for reordering materials. An inventory made early in February 1973 showed the total number of pieces in the forty categories totalled well over 60,000.

The Center also served as a general repair shop for damaged MICROVILLE games, diffusion kits, and other equipment used by the staff.

Materials such as newsletters, brochures, "Overview Booklets" and cover letters, and Second Year Reports were sent to Adult Education Directors throughout the United States. Additional materials were sent upon request to professors of adult education, members of the Cooperative Extension Service, all U. S. Senators and Representatives, Governors of the fifty States, and other workshop participants. Upon request, materials were sent to Guam, American Samoa, the Mariana Islands, Puerto Rico and the Virgin Islands.

The goals of the Materials Center personnel included:

1. Maintenance of the Center to best serve the staff and Project associates.

2. Keeping inventory records and projection of needs.
3. Mailing materials promptly in as sophisticated a manner as possible.

RESULTS

Positive Results

1. All shipping needs were met satisfactorily.
2. Maximum use was made of the available equipment and physical layout of the materials center.
3. Requests for 65,000 pieces of material were answered.
4. Physical location of the Center in relation to Project headquarters and the University Post Office was convenient.
5. Staff requests for materials allowed ample time for filling the orders.

Negative Results

1. Request forms were not always completed correctly.
2. Materials from the Center were occasionally used without proper authorization or notification.
3. MICROVILLE games and diffusion display kits were occasionally overstuffed with extra materials after a workshop session, which caused damage to game boards and kits.

CONCLUSIONS

Enhancers

1. Input and suggestions gathered from weekly staff meetings.
2. Excellent staff cooperation and coordination in using the Center.

3. Cooperation of the CSU Post Office in handling frequest requests for help and providing us with a tape of all mail going through our Center.

Impeders

1. Depletion of materials, delaying completion of filling orders.
2. Inadequate lead time for replenishing materials.
3. Insifficient parking space for loading and unloading staff cars.

IMPLICATIONS AND RECOMMENDATIONS

1. Request forms for materials should indicate free materials and include a more complete listing of materials available.
2. Coordination between staff and diffusion center personnel is vital.

Information listed below shows the number of pieces of each item sent by mail or delivered by Communi-Link staff for workshops in the States of Florida, Missouri, Tennessee and Hawaii. These four states were chosen at random. The average number of requests for materials from the workshops held in each state is indicated. The table illustrates the degree of diffusion of the Project's materials and gives the reader an idea of the quantity of materials required for a diffusion effort such as that undertaken by Project Communi-Link.

	STATES	FLA.	MO.	TENN.	HAWAII
ITEM #	(soft) MATERIALS				
1.	PC-L Program Planning	117	185	157	153
2.	Cover Letter for above				
3.	PC-L 2nd Yr. Report				2
4.	PC-L Update Case Histories	24	9	12	21
5.	PC-L Jackets	100	185	145	130
6.	PC-L Brochures (white & blue)	130	185	145	
7.	Microville Simulation Brochures	100	235	145	130
8.	Microville Simulation " 1970			1	130
9.	Newsletters............JUNE,72				
10.	" JULY,"				
11.	" AUG.,"	100	125	145	
12.	" DEC.,"		60		130
13.	Microville Booklet I	176	153	60	25
14.	Microville Booklet II	46	2	14	25
15.	Microville STRATEGY (orange) 70	150	150	45	
16.	Microville STRATEGY II, gold				
17.	Microville STRATEGY (yellow) Rev.				
18.	Microville Sp./Eng, Revised				
19.	Interviewer Training Wksp.Handbk.	28	9	22	30
20.	ABE Teacher Training Wksp.	27	4	14	21
21.	ABE Materials, Biblio. 1972	24	3	13	22
22.	Addition to ABE, Biblio. 1973	19	3	13	22
23.	Staff Training Materials, Biblio.	19	3	13	22
24.	Addition to Staff Training Biblio.	19	3	13	22
25.	Indian Education	19	3	13	22
26.	Recruitment in ABE Wksp. design	26	6	9	22
27.	Basic Consumer Education	23	4	16	22
28.	Organizing & Conducting Comm. Surveys	34	10	167	35
29.	Blue Materials Request Cards	100	185		130
30.	Catalogue of Resource Materials	15	3		
31.	Position I	150	85	45	
32.	Going to the Board	20	40	25	
33.	Price, Utah Slide w/s	1			
34.	Methods of Evaluation				4
35.					
	TOTAL FOR THESE STATES.......	11,467	1,650	1,232	1,120

DIFFUSION CENTER INVENTORY
From Dec. 15,1972-May 1,1973

		Dec.15,72	-to-	May 1,73	
#	MATERIAL	BEGINNING INVENTORY	TOTAL SENT OUT	BALANCE	
1.	PC-L Program Planning & Organizing	10,000	5,664	4,336	
2.	PC-L 2nd Year Report	1,000	633	367	
3.	PC-L Update Case Histories	970	353	617	
4.	PC-L Jackets (stuffed)-	3,000	2,428	572	
5.	with: PC-L Brochures (white & blue)	10,000	7,725	2,275	
6.	Microville Simulation Brochures (B)B	3,000	2,335	665	
7.	Microville Simulation Brochures (Green	3,000	825	2,175	
8.	Microville Newsletters June 72	4,000	3,816	184	
	Microville Newsletters July "	4,000	3,595	405	
	Microville Newsletters Aug. "	3,000	3,000	-0-	
	Microville Newsletters Dec. "	3,000	2,893	107	
	Microville Newsletters March 73	3,200	2,800	250	150 Offic
9.	Microville Booklet I	1,500	580	920	
10.	Microville Booklet II	1,120	685	435	
11.	Microville STRATEGY (orange) 1970	540	376	164	
12.	Microville STRATEGY (yellow) revised	278	65	213	
13.	Microville STRATEGY II (gold)	1,500	1,046	454	
14.	Microville Sp/English, Revised	146	48	98	
15.	Interviewer Training Handbook	940	940	-0-	
16.	ABE Teacher Training Wksp.	500	268	232	
17.	ABE Materials, Biblio., 1972	770	370	400	
18.	Addition to ABE Biblio, 1973	500	205	295	
19.	Staff Training Materials, Biblio.	500	216	284	
20.	Addition to Staff Training Biblio.	500	227	273	
21.	Indian Education	834	316	518	
22.	Recruitment in ABE Wksp.	550	340	210	
23.	Basic Consumer Education	570	322	248	
24.	Organizing & Conducting Comunity Surveys	660	563	97	
25.	Position I, Microville Game	500	450	50	
26.	Position II, Microville Game	1,000	700	300	
27.	Evaluation Forms, (Wksp.)	600	210	390	
28.	Going To the Board	600	272	328	
29.	Microville Wksp. (Checklist)	600	417	183	
30.	Catalogue of Resource Materials	49	43	6	
31.	Materials Request Cards	2,450	1,940	510	
	TOTALS:	65,377	46,666	18,561	150

* Columns 2-3-4 total 65,377
Column 1 total 65,377

563 Request Cards received.
46,666 pieces of material sent out by request,
in aprox. 4 months of the Diffusion phase

CHAPTER V

PROJECT EVALUATION

As evidenced by the preceeding sections of this report, Project Communi-Link strategies included extensive application of both "process" (formative) and "product" (summative) evaluation. Project "process" evaluation focused on continuous collection of data which could be used to improve Project operations in order to better meet needs of people in communities. Throughout the Project's life span, the staff demonstrated a commitment to use of evaluation as a tool to enhance Project programming. Project operations were, in fact, adjusted when evaluative information suggested need for such changes. This Project Communi-Link Terminal Report represents the results of "product" or summative evaluation of the Project's three years of activities in community-wide program development. It is hoped that this documentation and evaluation of Project Communi-Link will provide information and insights to those individuals, agencies or institutions who might desire to replicate or build upon Project Communi-Link concepts and activities in the future.

Those responsible for conduct of Project evaluation included: (1) Project staff members; (2) a special "Internal" Evaluator; and (3) during the first two Project years, a team of special "External" Evaluators.

The Internal Evaluator participated in many weekly staff meetings, Project workshops and community visitations, and reviewed the Project staff's field reports, other written materials and publications. In addition, the internal evaluator was responsible for coordinating all formal evaluation which required use of surveys to collect information from representatives of Project pilot areas and participants in Project dissemination workshops.

External Evaluators were employed during the first two years of the Project, in order to provide Project staff with evaluative perceptions of experts who had less contact with Project internal operations.

Critical evaluation of each Project phase and major activity has been included in Chapter IV of this Terminal Report. The following sections represent (1) a comprehensive final evaluative report submitted by Project Communi-Link's Internal Evaluator; and (2) three reports which describe the Project's general impact on community education, career education and the Colorado State University graduate program in Continuing Education. The "impact" reports reveal several "spin-off" results of Communi-Link activities.

Final Evaluation Report

Project Communi-Link
June, 1973

The defined role, function, and responsibility for adult education at the community level is quite ambiguous. Many agencies provide many kinds of adult education activities. Unfortunately the typical situation in communities is one of lack of coordination or even communication among the various agencies. Usual consequences of lack of coordination are duplication of or gaps in effort. These are evidences in community level adult education efforts.

Project Communi-Link was started at Colorado State University in 1970 as an effort to demonstrate how communities could develop and maintain coordinated and comprehensive adult education programs. The name of the project is very descriptive of the method that was demonstrated. Essentially the method was based on first establishing viable communication linkages or a communication network among the various formal and informal groups in a community that had involvement in or concern about adult education. Following the establishment of the communication linkages, the project then attempted to demonstrate the application of a systems approach to adult education planning. The communities were assisted through the usual systems steps of stating a philosophy including general goals, conducting needs assessment, stating objectives, establishing procedures to meet the objectives, and evaluation. Since the start in 1970, Project Communi-Link has worked in 32 communities in 14 states.

The Project was administered in the Department of Education, College of Humanities and Social Sciences, Colorado State University. Generally the staff members were identified with adult and continuing education. The university provided some support for the project in the form of office space, maintenance support, and verbal support. However, there has been no direct support from the university in the form of salaries and unfortunately it seems that the project will not be able to continue when Federal funding is terminated.

These introductory paragraphs contain a general description of Project Communi-Link as it is perceived by the internal evaluators. The remainder of the report contains descriptive information about the project gathered by the evaluators along with judgments of effectiveness. Data sources for the report include our observations, questionnaires, interviews, and copies of the many reports by project staff. The report is organized with the following headings: Project Communi-Link - Its Style, First Year Activities, Second Year Activities, Third Year Activities, Community Results, Other Results, Summary.

Project Communi-Link - Its Style

The basic task for the project was indeed difficult. It might be stated in the form of a question like, "How can we effect viable communication linkages in a community that will persist without outside stimulation?" Anyone familiar with the social characteristics, economics, funding patterns, politics, and power structures of communities will know the problems faced by the project. It had to effect communication linkages but it had no legitimized power base nor any tangible rewards to offer. It also had to discourage dependency so that the linkages would persist without project support.

The style that was used quite consistently by the project staff might be called a "non-directive teaching" approach. The staff were very concerned that they not impose anything on the community. Rather they presented a rational argument for the Communi-Link approach, and the community could accept or reject the approach as they interpreted it. If they chose to accept, then the Communi-Link staff would provide assistance upon request.

There is no evidence that this low-key, non-directive approach was the right or best approach. Such an approach is consistent with certain societal values, however, such as local control, self-determination, and citizen involvement. It is important to note that the staff members were consistent in using this approach.

Was it effective? The section of the report on community outcomes provides evidence of this. One indication of effectiveness that we would mention here is that every community that was approached to participate did so and no community openly left the project although some participated more than others. These facts suggest that the project did not threaten the autonomy of the communities. There are two additional aspects that might be considered outcomes of the non-directive approach. First, the original definition of community used by the project was not adhered to in all situations. The community was free to define itself and in some situations the definition was different from the project's. Second, although the project was concerned with adult education, some communities attacked broader community planning issues in the project activities. The non-directive approach permitted this to happen. That this occurred was not considered an undesirable outcome because it was felt that ultimately the communication linkages that were established and the planning would have beneficial and direct influence on adult education programs in the community.

The typical pattern of operation of Project Communi-Link in identifying and working with communities is defined below in a step-by-step description.

1. Visit with state government people. Inform them of the project and work with them in identifying communities that might be pilot communities. Usually the state people were those in adult education and extension offices. It was intended that the communities would be rural, have adult education programs, and have adult basic education needs. The identified communities usually were consistent with these criteria, but, as indicated above, the community was sometimes redefined after the project started to work in it.

2. Project staff and state personnel would visit in the identified community. Typically they would meet with education and extension personnel and other community leaders. The project would be explained fully and the community people would decide if they wanted to participate as a pilot community. If they decided to not participate (none made this decision) the matter was not pursued further.

3. If the community decided to participate, they were asked to name six persons to attend a two or three day training session which was usually conducted at CSU. The six would attend this session at project expense. Six persons from six to ten communities would be at a training session.

The primary training activity was participation in a community-planning simulation game called Microville. This game had been developed by one of the co-directors of the Project. It is designed to teach a systems approach to community planning.

4. The six persons returned to their community and decided what the next steps might be in the community. They, of course, could decide to do nothing more, but none made this decision. Support was provided to the community by the project through two persons. A member of the staff at CSU was given responsibility as a liason and resource person for that community. Also there was a person in the state who was paid by Project Communi-Link to serve as a liason and resource person to the communities in that state. This person, called a State Instructional Consultant, was either an employee in a state agency or a person from the pilot community itself. The CSU staff member and the SIC served as consultants to the community as decisions were made about next steps.

If the Microville model were used, the following steps would have occurred:

a. Establish a communication-linkage framework among groups with interest in or responsibility for adult education. The framework would typically be in the form of an adult education council or board.

b. Prepare a statement of philosophy and goals for adult education in the community.

c. Conduct a needs and resources assessment for adult education.

d. Prepare objectives for adult education.

e. Plan and implement needed programs.

f. Continuous evaluation and recycling through the process.

5. The procedures varied at the next steps stage. The decision in a majority of the communities was to have the Microville workshop in the community for a sizable number of persons.

6. Typically some sort od adult education or community planning council was established or in some cases revitalized.

7. Patterns varied at this point. The CSU staff and the SIC maintained their liason and consulting relationship. They assisted the communities in conducting the activities that the community decided were needed. The activities included things like needs and resources surveys, adult teacher training workshops, student recruitment workshops, general planning sessions, materials development workshops, and promotional efforts.

At the risk of redundancy, it should be emphasized that the modus operandi was quite unstructured in the sense that the project taught a method but did not impose it. After the Microville workshop the direction that the community took was entirely determined by the community. The project served only to respond to requests from the community for advice and assistance.

In our judgment, the style demonstrated by Project Communi-Link was appropriate and effective. It was appropriate in the sense that it is consistent for a society that believes in self-determination. It was effective in the sense that the pilot communities entered and persisted in the project. Furthermore we believe that the style demonstrated by Communi-Link should receive consideration as a model for disseminating certain things from the university to the public. Increasingly the task is to disseminate processes and methods rather than products. Communi-Link did demonstrate a procedure for dissemination of a process.

First Year Activities

Project Communi-Link began operation in the fall of 1970. As often happens in federally funded projects, Communi-Link was funded late in reference to the school year. A consequence of the late funding was that the persons who were planned as staff had to protect themselves and commit time to other activities. Thus most of the first year staff were part-time on the project.

There were six persons on the professional staff the first year. The time commitment for the six was equivalent to about three full-time persons. A full-time secretary was also employed. The professional staff members could all be typed as white, middle-class, and male. The dominant expertise areas were community development and planning and extension education. Considering the nature of the project, there were some limitations in the staff in terms of representation of females, ethnic groups, and adult basic education expertise. The late funding was the main reason why some of the areas were not covered. The director did make concerted efforts to obtain a broaduly representative staff.

All of these limitations suggest an apologetic for little progress on the project during the first year. No apologetic is needed, however, because the project made much progress the first year. Three primary tasks were identified and accomplished in the first year. They are listed below.

1. Two communities were to be established as pilot communities in each of eight states. This task was accomplished, in fact, exceeded in that two pilot communities were established in each of nine states. As was described in the previous section of the report, the accomplishment of this task required much travel and visitation at the state and community level.

2. Two Microville training workshops were done. At least six persons from each of the eighteen communities participated in these workshops.

3. State Instructional Consultants were hired in each state and they along with CSU staff members were to establish liason, supportive and consultative relationships with the pilot communities.

These tasks were all accomplished and in fact more was done. Workshops were held in four of the pilot communities, planning was done for workshops in eight other communities, and councils were established or planned in nine communities.

Much was done the first year. As observors we were impressed with the commitment and effort that was shown. In fact one of our concerns about the project in its entirety was the psychic and physical energy drain on the staff.

The staff members had travel and meeting schedules that must have been exhausting and there did not seem to be much time for recuperation.

In summary, by the end of the first year the project had done the tasks it needed to do to become established as a demonstration project.

Second Year Activities

Several changes occurred in the project at the start of and during the second year of operation. Staff changes and additions were made. Three members of the staff during the first year left the university and had to be replaced. There were eight professional staff members during the second year with time commitment of about 5F.T.E. In addition there were three half-time graduate assistants and a secretary. The staff was balanced in terms of competence in community development and planning and adult basic education. It was also balanced in terms of sex. The project continued to have difficulty keeping ethnic representation. A Spanish surnamed person was hired, but he left for a better job in the middle of the year.

Procedural changes were instituted to insure adequate communication among the staff members. This had been a problem during the first year. Regular staff meetings were scheduled and the schedule was followed. Also the staff members made other efforts to communicate with memos and papers. We were impressed during the second year that the staff really developed as a cohesive unit with a high level of morale and much mutual support.

The primary tasks of the project during the second year are listed below.

1. Continue to provide support to the 18 first year communities. The support was coordinated through the SIC and a designated staff member at CSU. The support was typically in the form of helping with needs assessment, conducting various workshops (often the Microville workshop), and consulting on unique problems.

2. The project identified and worked with some 14 new pilot community situations. Seven of the 14 were additional community situations in the original nine states, and the remaining seven were in five new states.

The term "community situations" is used because the work was with two different types of situations in the second year. Some of the situations were the same as those of the first year. That is, a community in the form of a small city and its environs. The other situation was an attempt to work at the state level to establish a communication linkage framework in the bureaucratic community of state agencies involved with adult education.

The rationale for working with the "state community" was that if the Communi-Link concept is to expand within a state beyond the project period, a state support system needed to be established. The logical place for such a support system would be in the state agencies concerned with adult education. Another point in the rationale is that the lack of coordination among adult education agencies is also evident at the state level and Communi-Link might improve the coordination.

The pattern of work with the new "local communities" was essentially the same as that used in the first year: local visitation, Microville workshop for identified members of the community, and follow-up through the SIC and CSU staff.

The pattern of working with the "state communities" was less clear. Work at this level was much more difficult than at the local level because of the more rigid bureaucracy and the lack of informal communication networks that were present in the local community. Usually certain designated state personnel did participate in a Microville workshop, but the follow-up work pattern was not clear. In some cases a Microville workshop was done within a state.

The project was not as successful in its work at the "state community" level as at the "local community" level in terms of helping to establish communication networks and program planning. The structural, political, economic, and legal factors at the state level are much different than in a local community and serve to inhibit participation in some kind of voluntary communication network. The lack of tangible results at the state level is not because of a lack of effort by the project. We, the evaluators, judge it to be because the Communi-Link mode, as presently conceived, operates well where there is a relatively high degree of commonality and interest in problems and where informal lines of communication are present. These factors often obtain in a local community. When, however, there are conflicts of interest and rather rigid vertical structures such as in State governments the model is still not powerful enough to effect a bridging of the gaps.

3. Planning and initiation of dissemination efforts was done during the second year. A newsletter was started and sent monthly to a wide audience. Presentations about Communi-Link were made at professional society meetings and on an individual basis to several groups throughout the United States. The main effort on this task, however, was directed toward developing procedures and materials for the dissemination work to be done in the third year of the project. By the end of the second year, the dissemination notions had been clarified and one dissemination workshop had been done for state government personnel in the project area.

The project accomplished much during the second year. All tasks were attacked with vigor and quite well-accomplished. We observed some frustration in the work with the "state communities". Also there was some concern that there was not enough follow-up in the communities and that the project was becoming primarily a giver of Microville workshops. We observed that part of the frustration may have resulted from the fact that communities moved slowly and did not request follow-up help. The staff then did things that could be done on their own initiative like offering Microville and other kinds of workshops. Even so, as mentioned above, staff morale was high and the second year was basically a good year in terms of effort and results.

Third Year Activities

This third year is the final year of the project under federal funding. Hopefully some aspects of the project will persist under other kinds of sponsorship, however. Some positive steps have been taken toward continued funding of the project within Colorado.

There were some staff changes from year two to year three. One person left the university at the end of the second year and there were some internal changes with other projects. Five professional staff were hired including two with Spanish surnames. The F.T.E. professional on the project was about six. There were four graduate assistants and a full-time secretary.

The two primary tasks for the project during the third year are described below.

1. Provide follow-up resource and consultative assistance to the 32 communities. This assistance to the communities was of the same type as described for years one and two. No new demonstration communities were added in the third year.

2. The second task was project dissemination. A multi-media presentation was developed about Project Communi-Link. Generally the presentation was made to a group of about 50 people in a workshop situation. The presentation was flexible in terms of length so that the workshops or meetings could vary in length from about 2 hours to 2 days.

Presentations have been made throughout the United States. The usual approach was to work through the USOE Regional Offices to set up meetings for invited people from that region. In some cases, however, the project staff arranged the workshop on their own. Many presentations were made during the year and persons from every state have been exposed to the Communi-Link concept. A later section of the report contains some information on the reactions to the Communi-Link concept by persons who attended some of these presentations.

A third task that was worked on to some extent was to search for sponsorship for continuation of Communi-Link. Several proposals were prepared and submitted to governmental agencies and foundations. As of the writing of this report, there was no indication that new funding would be obtained.

The "lame-duck" situation of many of the staff during the third year did not seem to cause a slackening of effort. Some energy was dissipated in job-hunting efforts, but by and large the staff maintained a high level of effort and performed well at the necessary tasks.

Community Results

What is the impact of Project Communi-Link? A considerable amount of money, time, and energy has been expended on this project and there should be some observable results. Results are evident, but we want to place some emphasis on our feeling, as evaluators, that the impact of Project Communi-Link is more long-term than short-term. Communities that operate with the democratic processes move slowly. Communi-Link worked within the democratic process framework and thus expected rather slow movement. In its two or three years of operation in a community, the reasonable expectation would be that some seeds would be planted in terms of ideas about viable procedures for planning and implementing community efforts. Some first steps should be observable in two or three years but the full impact will not be expected for several years. Of course, then it will not be possible to isolate the impact of Communi-Link because the changes started by the project will have been influenced by many unique events in each community.

We would again point out that we are not trying to develop an apology for no observable impact, because there was observable impact. We are simply stressing what is obvious to many. The important long-range effects of Project Communi-Link must be accepted on faith at this point in time. We regard the observable but more trivial short-term effects as predictors or proxies of the important long-term effects.

There were four kinds of outcomes that we felt could reasonably be expected to have occurred during the time of the project and that would be predictors of long-term effects in a local community. The four outcomes were:

1. Establishment of some kind of communication linkage framework. An adult education or community planning council was considered to be a communication linkage framework.

2. Completion of a needs and resources survey in the community.

3. Development of a program plan for adult education.

4. New or expanded adult education offerings in the community.

In order to obtain data for these outcomes, we have studied SIC and staff reports, and a questionnaire was sent to six persons in each of the twenty-five local community situations. The information was not completely consistent so the reported results required some interpretation and judgment.

Outcome One Establishment of some kind of communication linkage framework.

Twenty-four of the twenty-five communities have some kind of adult education or community development council. The information indicates that these councils have either been established through the stimulus of Communi-Link or revitalized by Communi-Link. All eighteen of the communities that started as pilot efforts in the first year have a council, and six of the seven second year communities have one.

The reported size of the councils varies from 5 to 36 members with a median size of 12 members. The total number reported as members of councils in the 24 communities was about 350.

Outcome Two Completion of a needs and resources survey.

Sixteen of the 25 communities have completed some sort of survey. Eight have done some planning for a needs and resources survey and one community has done nothing in this regard. The following table presents the breakdown by year the community started in the project.

Needs and Resources Survey Progress

	Yes	Planned	Nothing
First year	12	6	0
Second year	4	2	1

Outcome Three Development of a program plan for adult education.

The following table presents the breakdown on this outcome by year the community started.

Program Planning

	Program plan is done	Some effort, but no plan done	Little or no work
First year	7	8	1
Second year	1	5	1

This outcome has not been so well-attained as the first two. It is apparent from the information, and also from knowledge of the whole process, that development of a program plan does take time. The first year communities as would be expected have made much more progress in this area than the second year communities.

Outcome Four New or expanded adult education offerings in the community.

The following table contains data on number of communities that have started new programs, expanded existing programs, or had no new programs.

Program Progress

	New programs	Expansion	Nothing
First year	10	4	4
Second year	3	1	3

It is evident that new programs were started and existing programs were expanded due to Communi-Link. It should also be pointed out that the seven communities tabulated in the "nothing" category have adult education programs, but these have not yet been obviously affected in terms of expansion or change.

In the following table, we have listed the programs that were indicated as new or expansions and the number of people involved or percent of increase in persons involved.

Community	Programs	No. or %
1	Vocational class on reservation (new)	17
2	ABE (new)	150
3	ABE, English as a second language, GED (new)	225
4	Judo, French, Local history (new)	74
5	ABE and pre-vocational (new)	50
6	Three adult education centers started in the region with ABE classes (new).	300
7	ABE and GED (new)	32
8	Adult vocational classes (new)	68
9	Increased enrollment in existing ABE	10% increase
10	ABE,WIN,Voc. Rehab., GED, Adult Vocational	25% increase
11	ABE Health Information Services, General Adult Education (new)	300
12	ABE, GED, ENP, Adult vocational, extension programs	10% increase
13	ARts and crafts, Layman's law, Ladies Automotive (new)	125
14	ABE, GED, General adult education	25% increase
15	ABE (new)	17
16	Guitar, Local history, Business, English (new)	75
17	Right to Read program (new)	70
18	Sewing and welding (new)	40
	ABE increase	15% increase
	Veterans recruited for adult vocational programs	40 veterans

The evidence suggests that between 1500 and 200 adults were directly affected by the new or expanded offerings in adult education in the pilot communities.

It is our judgment that Project Communi-Link did successfully demonstrate a process for helping communities establish communication linkages among various community agencies. Furthermore the process did seem to have an impact in the communities in terms of planning for and implementing new adult education programs or expanding existing programs.

Obviously the impact of the project varied across the communities. We have tried to determine whether there were relationships between certain community characteristics and a judgment of project impact. No clear relationships were observed between judged impact and community level variables like size, existence of a community college, and industry base. Two factors did have some relationship. First, if there was some obvious split in a community the project seemed to have less impact. Actually this means that the community was poorly defined. Second, the communities in which the SIC was a local person seemed to progress a bit more than where the SIC was operating out of a state office. This relationship is very tenuous, however, in that there were exceptions both ways.

The above paragraph should not be taken to mean that there are no relationships. Although objective data are not available, we were impressed that some communities were really ready for Communi-Link, and when they became involved, Communi-Link was the catalyst for real movement. This observation is supported by the fact that on the questionnaire responses, persons in communities where little progress had been made often commented to the effect that "this community was not ready for Communi-Link." Unfortunately the factors that indicate readiness are not clear.

Some other clues to reasons for the varied success are available from the responses to the questionnaires. The respondents were asked to indicate whether they felt that their community would participate in Communi-Link again and whether they would recommend the process to another community. The following table shows the tabulation of the responses.

	Yes	Yes with qualifications	No
Would your community participate again?	40	30	2
Would you recommend participation to another community?	43	28	1

Those who responded with qualifications or no made some suggestive comments. The no responders gave as reasons that their agency was not involved or that another agency (Extension Service) was already doing what Communi-Link was attempting.

Reasons given for qualifications are listed below. The reasons are ordered in terms of frequency of the comment.

1. The project had inadequate follow-up after Microville. (8 comments)
2. Community needs to be ready. (6 comments)
3. Hard to transfer from Microville game to real situation.(4 comments)
4. Process went too fast. (3 comments)
5. Needs survey too technical. (2 comments)
6. Objectives of Communi-Link not clear. (1 comment)
7. Personnel changes in Communi-Link were hard to deal with. (1 comment)
8. Important community leaders were not involved. (1 comment)
9. Communi-Link publicity did not mention other agencies. (1 comment)
10. There should have been more training of local leadership. (1 comment)

State Level Communities

Seven of the community situations initiated during the second year were at the state goverment level. This aspect of the project was called SCAN for State-Community Assistance Network.

As indicated earlier in the report this component of the project is more difficult to assess because of less tangible outcomes. Microville workshops have been held for state level personnel in each of the seven states. Thus several state level personnel have been exposed to the Communi-Link concept. In two of the states there is evidence that the state people in adult education are applying the concepts in their work with local communities. They seem to be using the communication linkage notions as they work to stimulate adult education at the local level.

There is no clear evidence as yet, however, that the Communi-Link concept has become operational in any of the states. We suggested earlier in the report that State governments are different communities than local situations; perhaps different enough that the Communi-LInk model is not completely appropriate or needs more time to become operational at this level.

Summary

Project Communi-Link has had a beneficial impact with the demonstration communities in general. It has helped to open communications among community members and this has produced programmatic results. Whether the Communi-Link concept will persist in the 25 local communities and 14 states is not clear at this point. Certainly seeds of ideas have been planted that will have an impact. We are optimistic because the ideas have been taught and they have been shown to be effective. We are somewhat pessimistic because of a concern that the concepts have not become viable at the state level and we feel that communities do need state support.

The experience of Project Communi-Link provides some ideas for consideration by future efforts.

1. The Microville game is an effective teaching device. In fact, its effectiveness was such that the project was perhaps regarded too much as a Microville workshop project. Also, automatic transfer from Microville to the specific community should not be assumed.

2. Communities do not move as fast as Microville. They should not be pushed, but at the same time they need support from specific follow-up efforts. Communi-Link perhaps should have initiated more follow-up rather than wait for requests.

3. Readiness of a community for receiving assistance with a process is important. Identification of level of readiness and kind of assistance needed requires time in the community. Hopefully, research will be done on factors related to readiness of a community to change so that knowledge is available to agencies that might become involved with facilitating community change. The level of knowledge at present is such that the decisions must be based primarily on intuition.

Other Effects of Project Communi-Link

The Project had some other effects which are important even though they were not specific objectives. Among these were the following:

1. A collection of ABE materials and resources was developed and displayed to many interested persons.

2. The adult education program at CSU was strengthened by the inputs of the project staff.

3. Colorado State University had increased identification as an institution with a commitment to adult education. Two other Federally funded projects in adult education were obtained at CSU, along with a foundation project in community education. It is probably that the "critical mass" at CSU in adult education contributed to these projects being centered at CSU.

4. The graduate program in adult education was strengthened by the quality of student and staff available through project funds.

The third year of the project had much emphasis on dissemination. The following section presents a discussion of the procedures used and results of the dissemination efforts.

Dissemination

Project Communi-Link in total is a dissemination effort. It has demonstrated the dissemination of a process to a community. As a demonstration project, however, it also has the responsibility of informing various audiences of how the demonstration has worked. Such dissemination has been a major thrust of the third year's work and was an aspect of the second year of work also.

A newsletter was published by the project during years two and three. This was distributed to directors of adult education, other educational professionals, and laymen throughout the country. The newsletter was attractive and well-written and was probably quite effective in developing a general awareness of the project.

A number of technical reports and manuals were prepared by the project staff and distributed on request. These papers were written to describe certain aspects of Communi-Link such as the Microville game and conducting a needs assessment. The reports were well-done from both a technical and readability aspect.

Another dissemination effort during the first two years of the project was to attend various conferences and meetings and make some type of presentation. The following list is of the many meetings attended by one or more Communi-Link staff members and at which some dissemination work occurred either formally or informally.

No.	Location	Date	Title
		1970	
1.	Denver, Colo.	8/25-26	Department of HEW Region VIII Directors Meeting
2.	Atlanta, Ga.	10/23	AEA Meeting
		1971	
3.	Tallahassee, Fla. Atlanta, Ga.	4/1-4	National Institute
4.	Salt Lake City, Utah	4/7-9	Mountain Plains Adult Education Association
5.	San Francisco, Calif.	5/15-16	Regional ABE Workshop
6.	Custer, S.D.	6/13-14	Region VIII State Directors AE Meeting
7.	Iowa City, Iowa	8/5-6	Rural White ABE Teacher Training Conference
8.	Kansas City, Mo.	9/29-30	Secretaries' Motivation, Leadership and Communication Seminar
9.	Bozeman, Mont.	10/6-7	State Directors Meeting
10.	Kansas City, Mo.	10/26-27	Plan ABE Teacher In-Service Training Workshop
11.	St. Paul, Minn.	10/27-28	State Directors Meeting
12.	Boise, Idaho	10/28	Federal Extension Agent Meeting
13.	Los Angeles, Calif.	11/4-8	AEA Convention
14.	Rolla, Mo.	11/17-20	Teacher Training Institute
15.	Miami, Fla.	11/30-12/3	6th Annual NCSEA Convention
		1972	
16.	Cheyenne, Wyo.	1/21	College Mathematics Curriculum Workshop
17.	Denver, Colo.	2/11	Preplanning for Denver Metropolitan Workshop
18.	Lincoln, Neb.	2/28-29	State Directors Meeting

No.	Location	Date	Title
19.	Farmington, Mo.	2/29-3/4	Consumer Education Workshop
20.	Reno, Nevada	3/20-23	AEA Seminar
21.	San Antonio, Tex.	3/23-24	Conference of 100 Plus
22.	Denver, Colo.	3/24-25	Denver Metropolitan Workshop
23.	St. Louis, Mo.	3/30-31	State Directors Meeting
24.	Denver, Colo.	3/31	Wright Workshop
25.	Atlanta, Ga.	4/12-14	State Directors' Meeting
26.	Washington, D. C.	4/24-25	PACT
27.	Chicago, Ill.	5/3-5	Conference of 100 Plus
28.	Rhinelander, Wisc.	5/9	ITTP Meeting
29.	Denver, Colo.	5/25-27	RFD Meeting
30.	San Francisco, Calif.	5/30-6/1	RFD Regional Workshop
31.	Denver, Colo.	7/12	SCAN
32.	Denver, Colo.	7/20-21	USOE Handbook V on Pupil Terminology, Regional Conference
33.	Medford, Coos Bay, Oregon & Atlanta, Ga.	7/25-8/1	RPO Implementation
34.	Salt Lake City, Utah	7/28-29	Governor's Advisory Council on Community Affairs
35.	Denver, Colo.	8/2	Project Dawn Meeting
36.	Denver, Colo.	8/14	Mountain Plains Adult Education Association
37.	Denver, Colo.	8/24	Preplanning Meeting for AEA
38.	Rapid City, S. D.	9/11	State Community Assistance Network
39.	Coeur d'Alene, Boise Idaho	9/20-22	State Directors Meeting
40.	Ely, Nevada	10/2-3	State Directors Meeting
41.	Denver, Colo.	10/4-7	State-Community Assistance Network

No.	Location	Date	Title
		1972 cont'd.	
42.	Missoula, Mont.	10/11-14	Northwest Adult Education Council
43.	CSU, Ft. Collins, Colo.	10/1y	Region X Adult Education Program
44.	Torrington, Wyo.	10/18-19	ABE Teacher Training Workshop
45.	Little Rock, Ark.	12/10	Field-test, Diffusion Workshop
46.	Minneapolis, Minn.	11/14-18	AEA Conference
47.	Denver, Colo.	12/18-19	State ABE Directors Meeting
48.	Laramie, Wyo.	12/4-6	Extension State Meeting
		1973	
49.	Denver, Colo.	3/28	Colorado Association for Continuing Education Governor's Luncheon
50.	Palm Beach, Fla.	4/4-7	ABE Commission Annual Conference
51.	35 state diffusion workshops (January - June)		

During the last part of the second year of the Project, the staff planned and developed materials for the diffusion effort of the third year. The diffusion activities were designed to make participants aware of the Communi-Link concept and procedures and to elicit a commitment from some to consider application of the concept in their situation.

The diffusion activities were conducted with a workshop format and included discussion, multi-media presentations, and participatory activity. The workshop was designed to be flexible in terms of length, from two hours to three days. The short sessions were primarily multi-media presentations, and the long sessions permitted time for discussion and participatory activity.

The Project staff worked with Regional Offices in setting the workshops. Typically an on-site representative was identified who would attend to the details of inviting participants, getting a meeting site, and other details. The Project staff developed a useful manual for the on-site representative to use as a guide for setting up the workshop. The following list describes the content outline of the workshops.

1. The development of Project conceptualization in terms of failure of many adults to fulfill their needs and the interrelationship of their failure with adult education and with community problems.
2. Extensive explanation of Project rationale, and mechanisms of initiation, implementation, operation and on-going evaluation in participating communities. Included in this presentation are case study films depicting the impact of Communi-Link in one of the participating communities, Price, Utah.
3. Development of the whole man concept and its projection through Maslow's hierarchy of needs to integrative planning and the need for effective community communication linkages.
4. Explanation of Project training techniques emphasizing MICROVILLE simulation of community planning. In providing an adequate understanding of the MICROVILLE concept extensive discussion, film sequence of segments of MICROVILLE workshops and varying degrees of participation in various phases of MICROVILLE were utilized. These were followed by a question-and-answer period to assure a good understanding of MICROVILLE applicability.
5. Extensive discussion of follow-up case studies in participating communities illustrating enhancers and inhibiters of community

development as illustrated by relative impact of Communi-Link process in participating communities.

The breadth of dissemination actually accomplished is indicated by the following outline of the nature of the audiences participating in the workshops:

1. Educators with responsibility for adult basic education ranging from State Directors to adult education teachers.
2. Members of state boards of education, elementary and secondary school administrators and teachers from both secular and parochial schools, community college and university administrators and professors.
3. Members of state, county, and community planning boards.
4. Representatives of federal, state, county, and local welfare agencies, and various levels of the Agricultural Extension Service.
5. Representatives of other federal projects associated with various aspects of community development.
6. Representatives of state, county, and community government.
7. State, county, and community librarians.

A listing of the diffusion workshops and the number of participants in each is presented in Chapter IV of this report.

In order to assess the impact of the workshops a follow-up questionnaire was mailed to a sample of participants. A sample of 15 names were selected from the participant lists of the early workshops, and a questionnaire was mailed to them about two weeks after the workshop ended. A total of 185 questionnaires was mailed of which 74 were returned. The return rate 2as 40 percent. The questionnaire was anonymous, and there was no follow-up.

The following is a summary of the responses to each question.

1. I obtained a good level of awareness of PCL at the workshop.

Agree	Undecided	Disagree	No response
58	8	3	5

2. The idea of PCL is a useful innovation for adult education.

Agree	Undecided	Disagree
62	9	3

3. I intend to learn more about PCL.

Agree	Undecided	Disagree	No response
38	26	7	3

4. Most communities would profit from using PCL ideas.

Agree	Undecided	Disagree	No response
62	9	2	1

5. I expect PCL will have an important impact on adult education.

Agree	Undecided	Disagree	No response
43	19	9	3

6. I am impressed that PCL has had a positive effect in the communities where it has been working.

Agree	Undecided	Disagree	No response
55	13	3	3

7. I feel that total PCL approach will be useful in my situation.

Agree	Undecided	Disagree	No response
45	18	10	1

8. The MICROVILLE game should be widely disseminated.

Agree	Undecided	Disagree	No response
23	23	4	14

9. The MICROVILLE game is a technique I would like to use in my situation.

Agree	Undecided	Disagree	No response
30	28	11	5

The responses indicate that the purposes of the workshop were met at least for this group. Generally the respondents indicated that they were made aware of the Communi-Link concept and procedures. Commitment to some action was indicated by a smaller majority. Thus the workshops were probably quite effective in creating an awareness and in eliciting some commitment.

We find little to criticize in the diffusion effort of the third year. The workshops were well-planned, the presentations were well done, and they reached a wide and appropriate audience. We are critical of the fact that demonstration projects such as this one are forced to work at diffusion too soon with the three year funding policy. On first glance it appears that three years is a long time, but, in fact, the demonstration probably only is operative for about half of the time or 1½ years. Much of the first year is devoted to planning and staffing, the second year is actually demonstration, and the third year is devoted to diffusion. We strongly recommend that the diffusion not be considered part of the demonstration project and that diffusion be added as an additional six months or a year project after the demonstration has really been done. This, of course, would vary according to type of project. A project with the scope and concept of Communi-Link should have had at least three full years of demonstration work before any heavy emphasis on diffusion.

Summary

The Communi-Link project has reached many people and communities. It has demonstrated a procedure for disseminating a process. Immediate impact is evident in the places where the project has worked, but the full and probably most important impacts are yet to come as the concepts of the project continue to be applied in the communities.

IMPACT OF PROJECT COMMUNI-LINK ON COMMUNITY EDUCATION

INTRODUCTION

When Project Communi-Link staff was selected, a successful effort was made to secure at least one member on the staff with some experience in the area of Community Education. It was felt that the concepts and philosophy of Community Education had much in common with the concepts of Project Communi-Link.

DESCRIPTION

There was no planned effort for Project Communi-Link to influence or work with Community Educators, yet there exists much evidence that Communi-Link activities had and will continue to have an impact on Community Education practices in both Project and non-Project states. Several practicing Community School Directors participated in Project Communi-Link activities such as the MICROVILLE and diffusion workshops, and some were members of local Communi-Link advisory councils. In addition, Project staff members were given in-service training in Community Education and visited a school system attempting to implement the Community Education philosophy.

RESULTS

1. In one of the most successful pilot communities, the Community School Director has been designated as the local coordinator for Project Communi-Link activities.
2. As a result of Project activities, a class on Community Education is being offered in a pilot community and a community education intern is working with the community to explore the

need, available resources, alternative approaches, and some means of implementing a community school.

3. In another pilot community, Project activities have resulted in a community education intern being assigned next year to the pilot community by a university center.
4. In two Project states, Communi-Link concepts, including the MICROVILLE simulation theory device, were used in four training workshops for the Community School Directors.
5. A training device to be used nationally in training Community School Directors and their advisory councils has been developed using Project Communi-Link concepts, materials, and consultants.

CONCLUSIONS

The activities and concepts of Project Communi-Link in the pilot communities have made some pilot communities much more inclined to accept the philosophy of Community Education and community schools. In some communities Project activities have created a climate that has aided the acceptance of community schools. Some communities see the community school and the Community School Director as a natural way to keep the concepts and activities of Communi-Link alive and going after the Project is formally terminated.

Many Community School Directors have been exposed to the community problem solving process developed through Communi-Link activities and are using them in their activities and work with advisory councils. The community problem-solving techniques and the resource booklets, such as the survey booklet, developed by Project staff members, have universal application and were thus readily accepted by Community School Directors.

In a few instances, more community educators could have been involved in local Project activities if some local leaders would have thought of school leadership in other than traditional narrow roles and actively sought their input and representation on Project Communi-Link advisory councils.

IMPLICATIONS AND RECOMMENDATIONS

In future projects of a similar nature where all agencies are sought out for cooperation and communication, it would be wise to check with the local school system to determine if someone has been designated as a Community Education Director or facilitator.

If a project is attempting to solve community-wide problems, then it should not set up ad hoc or temporary advisory councils unattached to any legitimate existing community institution. New advisory councils should be legitimized by association with some recognized non-political institution in the community that affects the lives of all in the community. The community school might be that kind of an institution. In any case, it is the people in any given community that must make the decision as to whether Community Education via the community school is the best approach to solving their community problems.

IMPACT OF PROJECT COMMUNI-LINK ON CAREER EDUCATION

INTRODUCTION

As a result of responding to a specific request from a pilot community for assistance in this area as well as through a research project undertaken by a graduate research assistant, Project Communi-Link became involved in the career education movement.

This section will attempt to describe the nature and extent of such involvement.

DESCRIPTION

The Project operated on a policy of responding to requests made by pilot communities for certain expertise or consultative assistance. Such was the case when a request for assistance was made by the pilot community of Ely, Nevada. The nature of the request involved providing a program which would comprise a major part of a career education program planning conference. In an attempt to meet the needs of this group, MICROVILLE II, a simulation-gaming device, was used to instruct participants in a process of community-wide program development. Application of the systematic process to the development of local career education programs was the desired outcome.

The workshop, conducted February 9-10, 1973, was held in Ely, Nevada. Approximately 35 participants, operating on an Education Project Development Act grant, were involved in the day and one-half session. The participants represented a broad cross-section of local citizens, including government agencies, public schools, business, industry, County Commissioners, and school board members.

In addition to providing consultative assistance during the workshop, it was also the intent of Project staff members conducting the workshop to include diffusion-dissemination information related to Project-wide results.

In addition to the career education-oriented workshop, the Project's involvement in career education was furthered by a graduate research assistant, employed by the Project, whose master's research focused on career education. Interest in simulation-gaming as well as career education prompted this graduate student to develop a simulation-gaming device that could be utilized to instruct participants in the process of planning and implementing comprehensive adult career education programs.

RESULTS

As a result of the career education-oriented workshop presented by Project Communi-Link and conducted in Ely, Nevada, participants adopted the five-step program development process they internalized via the MICROVILLE experience for use in developing local career education programs. In the remaining one-half day after MICROVILLE had been conducted, workshop participants immediately began to apply the process to their particular concern of community-wide career education programming.

The group continued to meet in order to further their progress in the application of the program development model to their career education concern. Recommendations for a career education program based on a guiding philosophy, identified needs and wants, formulated objectives, and suggestions for implementation (in essence, the program development model) were made by this group of interested citizens to the local school board. The board unanimously accepted the concept of career education as stated in the group's philosophy and established a committee to study the feasibilities of the recommendations.

The research endeavors of the graduate student interested in simulation-gaming and career education led to the development of a gaming device that can be used to instruct participants in the process of developing career education programs. Project Communi-Link staff members acted as participants in the initial field testing of the prototype. Participation by staff members in the gaming experience proved beneficial to both the staff members and the researcher. Staff members became more aware of the program development process as applied specifically to career education, as evidenced by pre-post-test results. Comments and suggestions made by participants provided valuable evaluation to the researcher.

CONCLUSIONS

Any involvement the Project had in career education was considered positive. Some factors which might be considered "enhancers" and as such ultimately contributed to the positive nature of the described involvement can be identified as:

1. The flexible manner in which the Project operated which allowed the Project staff to respond to specific career education oriented requests from a pilot community.
2. The transferrable and applicable nature of the program development process.
3. The willingness of staff members to contribute their time, effort and valuable suggestions to the initial testing of the prototype of the career education game.
4. The Project staff, materials, as well as experience with

simulation games afforded the graduate student through affiliation with the Project, which served as valuable resource materials in the actual development of the career education simulation game.

The fact that the Project did not become involved in career education until late in the third and final year of Project operation might be cited as an impeder to the Project's impact on career education. Given additional time and funding the Project would most likely have furthered its involvement in career education.

IMPLICATIONS AND RECOMMENDATIONS

This particular group illustrated the applicability of Project concepts and use of MICROVILLE as a training device to a career education concern. The fact that Project ideas and materials were easily adopted for use on such a concern has implications for further use by career educators.

IMPACT OF PROJECT COMMUNI-LINK ON THE GRADUATE PROGRAM

INTRODUCTION

Since Project Communi-Link was funded under the Adult Education Act and classified as an adult education project, the Project operated out of the Office of Adult and Continuing Education of the Department of Education at Colorado State University. Due to the fact that many Project responsibilities assumed by staff members would be related to adult education, which was the major concern and thrust of the Project, individuals with background experience and expertise in the area of adult and continuing education were recruited to occupy Project staff positions. As a result of being affiliated with Project Communi-Link and, therefore, the Office of Adult and Continuing Education, in which the graduate program was housed, many staff members became involved with the adult and continuing education graduate program. In addition, it should be noted that many responsibilities of graduate research assistants in adult and continuing education were Project-centered in nature. Therefore, it is generally felt that the graduate students also had significant impact on the Project.

The purpose of this section is twofold: first, it will describe the impact the Project had on the graduate program; and second, it will describe the impact graduate students (particularly graduate research assistants) had on the Project.

DESCRIPTION

Since Project Communi-Link was based at and operated out of Colorado State University, staff members of Project Communi-Link were considered University staff and appointed academic rank of instructor at the University. However, three staff members were classified as Professors; one assumed the title and responsibilities of a full professor, and the other two occupied assistant professorships.

The varied responsibilities of two of the aforementioned staff members occupying professorships included teaching at the University, for which services they received University (Resident Instruction) monies. However, the combined total of monetary support from the University for these teaching endeavors amounted to less than 50 percent of one professor's salary.

Aside from the two professors who had teaching obligations at the University, Project Communi-Link staff members had no real responsibility to the University in terms of planning and teaching adult and continuing education courses within the Department of Education. Any participation or involvement on the part of Project staff members in teaching courses within the Department resulted from individual motivation and commitment to the field of adult and continuing education.

Course offerings in the area of adult and continuing education within the Department of Education included: Introduction to Adult and Continuing Education; Program Development; Administration; Adult Teaching and Learning; Designing Programs for Disadvantaged Adults; and Community Education. The program in Adult and Continuing Education also provided variable credits for student participation in seminars, special studies, practicums, workshops and research. Staff members who assumed teaching responsibilities for the above courses had considerable background experience and expertise in the areas of adult teaching and learning, program development, adult basic education, consumer and nutrition education, community education, and administration.

Funds to finance graduate research assistantships in adult and continuing education were provided by Project Communi-Link. Consequently, many responsibilities that the research assistants assumed revolved around the Project. Some of the Project-centered activities engaged in by graduate research assistants included participating in Project staff meetings and in-service training sessions; assisting in the coordination and conducting of various workshops; aiding in the development of Project materials and publications; handling a portion of Project correspondence; and a number of miscellaneous tasks.

RESULTS

Since the Project was never specifically intended to enrich the graduate program in operation at Colorado State University, any impact that the Project did have on the graduate program was considered a consequence of the Project's existence in and operation within the Office of Adult and Continuing Education. The fact that the Project did have an impact can be documented by analyzing data which reflects growth and expansion in the Adult and Continuing Education graduate program. Analysis of Attachments 1 - 4 reveals a significant increase, since the Project's initiation and operation within the Adult and Continuing Education Office, in the following: the total number of Continuing Education courses offered during each academic year, the student enrollment in each of the specific courses, types and variety of content in courses offered, credit hour production, and size of the teaching staff.

For the first year of Project operation, 1970-71, the data reflects decreases in the operation of the academic program. Decreases in student enrollment and the total credit hour production can be attributed to two

Attachment 1

ADULT AND CONTINUING EDUCATION ACADMEMIC PROGRAM

1969-1970

(Year Preceding Project Initiation)

Quarter	Course Offered	Enrollment	Credits	Credit Hour Production
Fall	EX 799	1	4	4
	EX 780	11	4	44
	EX 695	3	var	10
	EX 690	9	3	27
	EX 597	15	2	30
	EX 493	2	3	6
	EX 380	4	4	16
		45		137
Winter	EX 799	5	var	12
	EX 786	17	3	51
	EX 720	13	4	52
	EX 695	4	var	11
	EX 693	1	3	3
	EX 493	2	3	6
	EX 420	6	4	24
		48		159
Spring	EX 799	10	var	50
	EX 700	7	4	28
	EX 695	25	var	60
	EX 624	1	4	8
	EX 493	2	4	4
	EX 420	10	4	40
		55		190

Total Enrollment Academic Year (Sept-June)	Total Credit Hour Production (Sept-June)
148	486

Quarter	Course Offered	Enrollment	Credits	Credit Hour Production
Summer	CA 799	3	var	11
	CA 795	3	var	9
	CA 493	3	var	16
		9		36

Attachment 2

ADULT AND CONTINUING EDUCATION ACADEMIC PROGRAM

1970-1971

(First Project Year)

Quarter	Course Offered	Enrollment	Credits	Credit Hour Production
Fall	CA 799	3	var	10
	CA 795	6	var	16
	CA 693	2	var	3
	CA 634	20	4	80
	CA 493	2	var	8
		33		117
Winter	CA 799	4	var	15
	CA 795	6	var	18
	CA 740	19	4	76
	CA 693	5	var	16
	CA 493	2	var	9
		36		134
Spring	CA 799	4	var	21
	CA 795	8	var	33
	CA 750	9	4	36
	CA 693	5	var	8
	CA 420	8	4	32
		34		130
		Total Enrollment Academic Year (Sept-June)		Total Credit Hour Production (Sept-June)
		103		381
Summer	CA 799	4	var	12
	CA 795	2	var	4
	CA 495	2	5	10
	CA 596a	40	2	80
	CA 596b	162	3	486
		210		592

*Regular teaching staff, excluding visiting professors for Extension Summer School, numbered three during the 1970-71 academic year.

ADULT AND CONTINUING EDUCATION ACADEMIC PROGRAM

1971-1972

(Second Project Year)

~~Quarter~~	Course Offered	Enrollment	Credits	Credit Hour Production
Fall	CA 693	1	2	2
	CA 634	20	4	80
	CA 495	2	3	6
	CA 493	1	4	4
	CA 420	11	4	44
		35		136
Winter	CA 797	12	var	30
	CA 795	4	var	10
	CA 740	17	4	68
	CA 693	1	3	3
	CA 597	1	3	3
	CA 495	3	3	9
	CA 493	1	3	3
		39		126
Spring	CA 799	1	2	2
	CA 797	1	3	3
	CA 795	9	var	38
	CA 750	15	8	60
	CA 693	5	var	9
	CA 596	24	2	48
	CA 495	20	var	28
		75		188

Total Enrollment Academic Year (Sept-June)	Total Credit Hour Production
149	450

Summer	CA 493	13	3	39
	CA 420	16	4	64
	CA 799	1	5	5
	CA 797	2	var	7
	CA 795	5	var	18
	CA 693	2	var	5
	CA 596	145	3	435
	CA 495	11	var	34
	CA 493	3	2	6
		198		613

*Regular teaching staff, excluding visiting professors for Extension Summer School, number four during the 1971-72 academic year.

ADULT AND CONTINUING EDUCATION ACADEMIC PROGRAM

1972-73

(Third Project Year)

Quarter	Course Offered	Enrollment	Credits	Credit Hour Production
Fall	CA 420	13	4	52
	CA 799	10	var	34
	CA 797	3	3	9
	CA 795	3	var	10
	CA 693	3	var	10
	CA 634	17	4	68
	CA 600	7	4	28
	CA 495	2	var	5
	CA 493	4	var	13
	CA 799	7	var	24
		69		253
Winter	CA 797	8	var	24
	CA 795	6	var	20
	CA 740	17	4	68
	CA 693	1	1	1
	CA 560	12	3	36
	CA 799	7	var	24
		51		173
Spring	CA 495	1	4	4
	CA 799	4	var	8
	CA 795	5	var	20
	CA 750	5	4	20
	CA 693	1	5	5
	CA 634	16	4	66
		32		303

Total Enrollment Academic Year (Sept-June)	Total Credit Hour Production (Sept-June)
152	729

At the time of publication, it was not possible to include data on the 1973 Summer Session. Therefore, these figures are not included in this report.

*Regular teaching staff, excluding visiting professors for Extension Summer School, numbered 8 during the 1972-73 academic year.

factors: (1) a drastic cut in available funds which provided sabbatical leave for Extension personnel, thereby reducing the number of potential students from the Cooperative Extension Service; and (2) a growth and development of graduate programs within other states which were relevant as graduate programs for Extension personnel, thereby reducing the number of students desiring to enter an out-of-state graduate program.

However, in the years since the Project's initiation, the academic program has continued to grow and develop. Data on the operation of the academic program during the final Project year reflects increases in both total number of students enrolled in Adult and Continuing Education courses as well as total credit hour production. Furthermore, it is certain that the number of courses and instructors will decrease significantly following termination of the Project.

As operation of the Project expanded and the workload became larger, graduate students (research assistants financed by Project funds) assumed a number of Project responsibilities, thereby easing the workload of some staff members. For example, graduate students directly supervised by staff members would often take care of some of the lesser Project tasks of their supervising staff member. By sharing the Project's workload in this way, graduate students enabled the staff to devote more time to some of the greater Project concerns. Elimination of some of the minor responsibilities from the workload of individual staff members also allowed the staff more time and greater flexibility. This added to the efficiency and effectiveness of Project operations.

Another observable impact of the Project on graduate students was the opportunity it afforded graduate research assistants for field work experience. The research assistants were assigned as staff members to assist in Project-related field work. This experience was considered by the graduate students involved to be very enriching to their total graduate program.

Project staff members assumed the responsibilities of advising graduate students in the adult and continuing education program and serving on numerous graduate committees. The Project staff itself, Project materials, and the training device MICROVILLE represented rich resource materials that were utilized frequently in many different teaching-learning situations. It is the feeling of many of the Project staff members who became involved with the graduate program as a consequence of being involved with the Project that the personal contributions they made to the graduate program, and ultimately to the field of adult and continuing education, were both personally and professionally enriching experiences.

Another result is an observable change in the type of student enrolled in adult and continuing education courses or the graduate program. Before the Project's initiation and the subsequent growth of the Continuing Education academic program, the students involved had similar backgrounds and interests, and therefore composed a homogeneous group. In the year preceding the Project's initiation, nearly all students in the graduate program or enrolled in Continuing Education classes were either actively or formerly involved with the Cooperative Extension Service. There has since been a definite trend toward heterogeneity. Since the Project has been in operation, students involved in the program include ministers, retired military personnel, policemen, businessmen, Cooperative Extension personnel, social workers, and others. In addition, a number of graduate students from other disciplines in the University have taken Continuing Education courses to supplement their graduate programs. It is the feeling of both instructors and students that the diversified nature of participating students adds interest, depth and new perspectives to the courses.

CONCLUSIONS

Enhancers

It is generally concluded by Project Communi-Link staff members and graduate research assistants that the impact the graduate program had on the Project was indeed positive. Much of this positive impact can be attributed to certain enhancing factors:

1. Positive, congenial working relationships between Project staff personnel and graduate research assistants.
2. The positive attitude exhibited by graduate students (research assistants) toward both the Project and the graduate program.
3. The positive attitude staff members had toward both graduate research assistants and the total graduate program in Adult and Continuing Education.
4. Inclusion of graduate research assistants in many Project activities, and consideration of these students as an integral part of the Project staff.
5. Staff members who were very committed to their field of adult and continuing education and intent upon furthering its development by providing personal, financially uncompensated, contributions to the graduate program.
6. The high degree of correlation between course content and Project Communi-Link activities.

Impeders

Factors which could be classified as impeders to the positive impact of the Project on the graduate program include:

1. Since many instructors were also involved with the Project and therefore traveled a great deal during the latter part of the week, most Continuing Education courses were scheduled during the evening in the first part of the week. For this reason, some students experienced conflicts in scheduling Continuing Education courses and consequently considered the time schedule of courses rather inflexible.
2. It was the feeling of some graduate research assistants involved in both the Project and the graduate program that Project responsibilities assumed top priority over course work at times.
3. The fact that the Adult and Continuing Education program lacked support from the Department of Education or the University in terms of money and commitment can be cited as an impeder to further growth and development of the program.

IMPLICATIONS AND RECOMMENDATIONS

If positive impact on a graduate program is considered desirable, recommendations can be made which, if followed, may tend to increase the likelihood of such positive impact occurring.

1. Since congenial working relationships between Project staff members and graduate students was viewed as a strong enhancer, effort should be made to establish and maintain such relationships.

2. Since valuable contributions were made to the graduate program by staff members who not only had expertise but were also very committed to their field and intent upon furthering it, individuals having such strong commitment to the field should be sought to occupy staff member positions.
3. Since graduate research assistants are employed by the Project as well as enrolled in the graduate program, individuals occupying such dual roles should have sufficient time, energy and desire to expend on both the program and the Project.
4. Since students experienced conflicts in scheduling, and such conflicts can be ultimately linked to the Project, additional consideration needs to be given to scheduling matters in order to make the program more flexible.
5. Given that the primary responsibility of staff members is the Project and its activities, support should be secured from the university in terms of financial resources and commitment in order to maintain the operation of the graduate program, particularly after Project termination.

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APPENDIX

APPENDIX

COMMUNITY PROGRESS REPORTS

The following are 15 examples of Project Communi-Link pilot community progress reports. The reports were written in mid-May, 1973, by representatives of Project pilot communities and/or Project State Instructional Consultants. The reports represent a summary of (1) each community's situation prior to its involvement with Communi-Link; (2) progress achieved in the community as a result of involvement with Project Communi-Link; and (3) community plans for perpetuation of Communi-Link concepts after Project termination.

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BLACKFOOT, IDAHO

DESCRIPTION

The Blackfoot-Snake River community was a combination of rural and urban people. The power structure in the rural area was considered to be the church, and the urban power structure was largely "Chamber of Commerce" type. Adult Basic Education programs were available in both Blackfoot and Snake River high schools, but there was very little communication between them. Community problems were low income and high seasonal unemployment. County Commissioners were very interested in Project Communi-Link in hopes it would ease the welfare problems in which they were involved. There were no existing coordinating devices operating in this community.

RESULTS

Various agencies of the community were represented at an initial Project Communi-Link meeting. A committee of 6 was chosen to attend the MICROVILLE workshop in April, 1971. Increased communication occurred between representatives from such agencies as Public Schools, Extension Service, Department of Employment, Public Health, and Department of Public Assistance. Discussions concerning the effects of adult education on the individual were held by the Superintendent of the Blackfoot School District and the Council. The Council concluded that the MICROVILLE workshop would be desirable training experience for leaders in the community.

An Adult Education Council was organized and installed by the County Commissioners. Over half of the original community group to receive MICROVILLE training in Fort Collins have either died, retired, or moved from the community. The agencies represented by the individuals no longer in Blackfoot still provide membership on the Council. The Council has also become the legitimizing and promotional force for some very successful public meetings on health problems. The Council sponsored a MICROVILLE workshop for 40 community leaders.

The ABE programs in the two schools are now closely coordinated, and attendance has substantially increased. The Council meets monthly and regular minutes are kept and circulated on discussions at these meetings.

CONCLUSIONS

Project Communi-Link is very much appreciated by the members of the Council and individuals who participated in MICROVILLE.

WHAT'S NEXT?

It is anticipated that the Council will continue to meet and share ideas and coordinate efforts to identify and work on top-priority community needs.

SCAN

Description

The decision for Idaho to be involved in Project Communi-Link was made by only two agencies - Adult Basic Education and Cooperative Extension. However, at no time was there any difficulty in obtaining good across-the-board agency participation in the communities, even though all agency administration at the state level had not been involved.

Results

An attempt was made to involve state-level administrators first in an informational meeting in Boise conducted by a CSU Project staff member, and then with a MICROVILLE II workshop conducted at Twin Falls.

CONCLUSIONS

We have received much moral support but no commitment of resources from state agencies not involved in the beginning. It appears now that the original two agencies who began the Project will have to carry on the tradition. Resources were found to obtain one complete MICROVILLE game.

WHAT'S NEXT?

Adult Basic Education and Cooperative Extension will use the simulation game to broaden the understanding of our community leaders on the process of efficient community-wide decision-making and assist them in any efforts to play the game "for real," in their communities. It seems logical to keep the experience of the simulation game directed to adult education concerns and not the total scope of community resource development attempted in MICROVILLE II.

COEUR D'ALENE, IDAHO

DESCRIPTION

Coeur d'Alene has a population of about 16,000 persons. The major industry is lumbering. Coeur d'Alene is the hub of many small towns in Kootenai County, mostly within a 30-mile radius, and served by most of the existing agencies and organizations. The growth of "Coeur d'Alene Country" has been tremendous in the past few years. What used to be a retirement city is now a thriving metropolis. Tourism has played a major role in the economy. The Interagency Council has fast become a communications center for Kootenai County.

RESULTS

The Kootenai County Resource Council was a direct result of Project Communi-Link. The Communi-Link committee asked to be absorbed by the then almost defunct Interagency Council and things began to happen. It brought agencies, organizations and lay persons to a better understanding of the responsibilities of each to the community. Within the Council, a service directory was made up, listing all organizations, agencies and service clubs, and distributed to everyone who wanted them. Committees were established in the areas of youth, the arts, ABE, Consumers' Bureau, etc. Coeur d'Alene will soon have a Consumers' Bureau with united efforts of North Idaho College, AAUW and Interagency. Through the efforts of the committees, each organization that had the same needs could then coordinate its efforts to form "spokes of the hub."

The Interagency Council brought in persons from the small towns around Coeur d'Alene to let people know what was taking place in their communities, thus lending a helping hand and eliminating duplication. The membership of Interagency has increased from about ten to approximately thirty-five agencies and organizations.

CONCLUSIONS

Hopefully there will be no "conclusion" to Interagency. We are looking forward to a stronger bond with existing agencies and organizations.

WHAT'S NEXT?

We have a Board in our community to perpetuate the Communi-Link concept.

SHOSHONE COUNTY, IDAHO

DESCRIPTION

Shoshone County has a population of approximately 19,800 people. Its main source of income is silver and lead mining; smelting plants; and logging. It is the second or third highest taxed county in the state and one of the only ones operating with a five million dollar county budget excess. It has the lowest unemployment rate and one of the highest average income levels. Since Shoshone County's early history, it has had a communication problem. Half way through its valley is Evolution Bridge, which marks the barrier line. The east end doesn't recognize what the west end is doing, etc. A classic example is the fact that there are two hospitals seven miles apart because the east end doctors won't speak to or practice with the west end group. Both hospitals are forced to function primarily with a financial deficit. This feeling has infiltrated into business, politics, the three school districts, and even at the blue-collar level.

RESULTS

Shortly after being hired as Public Health Nurse in the new Shoshone Health Office, this writer was invited to a Project Communi-Link workshop in Coeur d'Alene. Upon returning home, visits were made to all state and county agencies on the premise of explaining about Public Health and finding out more about their programs, but actually to introduce the Communi-Link concept. Several months later the Interagency Council voted to invite Project Communi-Link to come to Kellogg to present a one-day workshop. As a result of the workshop, the group decided to incorporate this community problem-solving technique in the existing Interagency. It was put into the form of a proposal and accepted at the next meeting. Then, as often happens when new concepts are incorporated into existing decaying ones, it was forgotten.

Only three months later, on May 3, 1972, the Sunshine Mine Fire broke out. We were stunned - shocked - into ignoring the Evolution Bridge barrier. For once, we silently sought each other's help and support. Service agencies all grouped together in a large room at the Union Hall to try to make services more readily available to those affected. Many were introduced to professionals they should have been working with all this time. Jealousies were dropped - we had one common goal. For eight days, we groped through a massive nightmare until finally all 91 bodies were recovered and identified. Then came the funerals - both papers (east and west) contained nothing but obituaries and memorials. It was finished - but we had experienced a let-down in our invisible barrier. We had sought each other out, worked together, and accomplished a goal.

Educated people stated it would take at least a year for our county to go through this collective type death process. Meanwhile, we would see many negative happenings: an increase in juvenile delinquency, increase in crime, etc. These things came to pass. And so the existing Interagency, as well as many other groups, became rapidly more ineffective and started to crumble.

At this time a few of us decided we needed to regain a little structure, and so with a little brainstorming, we decided to establish an Intra-State Council. It would be composed of representation from all state agencies in the county. The main function would be aid agency communication, prevent unnecessary duplication, and to increase the efficiency and quality of services in the existing agencies. The program was accepted and we once again began to see some communications opening.

Shortly after this, Interagency began to realize what was happening to its program and began to make some radical structure changes. At one of the meetings, an officer turned and said, "Isn't this where Communi-Link comes in?"

My people are almost as proud as they are stubborn. Until they decided Project Communi-Link was needed, they couldn't be helped any more.

WHAT'S NEXT?

The council is going into "hibernation" for the summer, but upon awakening in the fall, Project Communi-Link will have first billing. As Communi-Link is being phased out in Colorado, it will just be being phased in in Shoshone County.

AURORA-HOYT LAKES, MINNESOTA

DESCRIPTION

Aurora and Hoyt Lakes are two communities linked by a common school system and little else. They are situated approximately 70 miles north of Duluth on the eastern end of the Mesabi Iron Range in Northeastern Minnesota, abutting the Superior National Forest.

Aurora, founded near the turn of the century, depended on the mining of natural iron ore for its existence. In the 1930's and 40's the natural ore was all but gone, mining locations were closing, and the community had a dim future. Technology brought new hope. A method for extraction of the fine magnetic ore found in the extremely hard rock, taconite, finally became feasible. Four steel companies united their efforts. Erie Mining Company, the village of Hoyt Lakes, and approximately 2,000 jobs resulted.

The population of Aurora is now 3,500, still predominantly of Scandinavian and Southern European extraction, the progeny of the early underground and open pit mine workers. Hoyt lakes, a village of about 4,000, is a totally new community with 850 homes built in the middle '50's five miles from Aurora. The people in Hoyt Lakes come from all parts of the country and from several foreign countries as well. Today the taconite industry affords the populace of these two towns steady employment. The plant itself operates around the clock, 365 days a year.

RESULTS

The Aurora-Hoyt Lakes Project Communi-Link group attended a MICROVILLE session at Colorado State University in January, 1972. A MICROVILLE workshop was conducted in April 1972 for 50 people who represented all interests within the community. The Aurora-Hoyt Lakes Communi-Link Committee has continued to meet since that time with a core of about 20 people serving regularly.

Activities of the group have resulted in the incorporation of the East Range Historical Society. Its purpose is to systematically develop activities in the area of historical nature in conjunction with the development of the recently legislated Voyageurs National Park in Minnesota, which is near Aurora-Hoyt Lakes.

A sub-committee is working to identify and solve problems of the elderly. Presently they are developing a survey form to learn about specific needs of that group. The survey will be conducted in mid-1973.

The Communi-Link Committee is beginning to work closely with the business and professional clubs of five of the communities in that area. It is too early to determine what will result from the joint activities of these groups.

The School District has, as a result of Communi-Link, voiced concerns, recognized the need for expanded efforts in adult education. This has resulted in more inter-community coordination of adult courses, and in one individual being assigned part time toward the improvement of adult programs in the area.

CONCLUSIONS

These two communities with such different backgrounds and heritages have experienced a number of trials. Although great strides have been made in community relationships in the past 15 years, some latent jealousies and ill will still exist. Project Communi-Link has been one of the big factors in changing these attitudes.

A community resource directory has been completed and will be reproduced this summer and distributed in the fall. The directory lists all social services and agencies, and describes their functions.

The primary reason for the success of this Project in Aurora-Hoyt Lakes has been the leadership provided by the Chairman, Mr. Patrick Baudhuin, Counsellor, Aurora-Hoyt Lakes High School. His ability to motivate others into action and to see that each sub-interest group has the support it needs to function properly has been the key.

WHAT'S NEXT?

The Project will continue as presently with greater emphasis placed on organizational structure and the involvement of people on a voluntary basis in community development programs.

CROOKSTON, MINNESOTA

DESCRIPTION

Crookston is a community of about 12,000 located in the extensive agricultural area of Western Minnesota called the Red River Valley. This is an area of large-scale specialty crop production of potatoes, sugar beets, feed grains and livestock feeding. The businesses and services in Crookston generally relate to this principal economic activity.

There are major air transportation, educational, medical and other services within 30 miles in one direction and 70 miles in another direction. The community has a technical school in addition to a large high school.

There are over 80 organizations in the community and this has resulted in extreme difficulty in coordination of the various services and activities which these organizations represent. It also has an impact on the participation of people in the community on new programs, etc.

RESULTS

The Communi-Link Committee in Crookston attended MICROVILLE at Colorado State University in early 1972. A MICROVILLE workshop was conducted in April, 1972 for about fifty people. The group attending that session represented most elements of the community; however, the business sector was not as well represented as the six "core-group" committee members would have liked them to have been.

Since MICROVILLE, Crookston has continued to function, but maintaining membership has been a problem. The primary accomplishment has been to formulate the following committees: Education and Extension; Health and Welfare; Leisure Time; Government and Politics; Fine Arts and Religion.

These sub-committees have acquired members and each has developed a directory of existing resources for that area. These reports have been aggregated and will be available in July or August of 1973 for distribution within the community.

WHAT'S NEXT?

The Crookston Project Communi-Link Committee intends to continue with the resumption of meetings in the fall of 1973. The primary goal is to obtain greater involvement of the business sector in its continuing endeavors.

GREEN HILLS AREA, MISSOURI

DESCRIPTION

Prior to the arrival of Project Communi-Link in the Green Hills Area (9 counties including Livingston, Grundy, Putnam, Mercer, Caldwell, Linn, Sullivan, Harrison and Daviess) there was a great deal of agency duplication in adult education services. Not only were agencies dealing with the same target population, but they were also commonly disregarding certain needs of the target groups. The initial visitations in the Green Hills conducted in January, 1971 revealed some of the following demographic characteristics:

1. Approximately one-third of the population did not have a high school diploma.
2. Rural based economy.
3. High percentage of senior citizens.
4. Migration of youth because of lack of opportunity in employment.

The primary industry in the area is farming, but those factories which do operate in the urban areas have trouble finding locals who are qualified for employment. This, in turn, discourages new industry from moving in.

Communication in general is good, but often fragmented and sporadic. Quite often the communication occurs after the fact, i.e., duplication of classes each with poor enrollment.

RESULTS

According to the Project Communi-Link initial visitations, the areas of concern were:

1. Recruitment and promotion.

2. Manpower - identification and training of ABE personnel.
3. Additional ABE programs
4. Follow-up on ABE data or feedback. Information to other community agencies.

In order to deal with the aforementioned concerns, several workshops were administered by Project Communi-Link CSU staff. These included a Motivation-Recruitment Workshop which had 30 in attendance. Another workshop dealt with training twenty volunteers who were to assist the GED instructor and provide private tutoring when needed. A resource directory was researched and is in rough draft awaiting publication. Lastly, MICROVILLE was administered to 65 participants from the 9-county area and 8 individuals from Jefferson City, Albany, Columbia and Sedalia.

As a result of the tutoring workshop, six volunteers have served in a custom-tutoring role and the GED teachers have attended additional workshops in Kirksville and Maryville designed to increase their tutorial proficiency. The Motivation workshop has stimulated very little additional recruitment for the GED program and the MICROVILLE workshop has not resulted in any council being formed. The resource directory is unpublished, but publication is anticipated by September 1, 1973.

CONCLUSIONS

The Green Hills Area has benefited from Project Communi-Link in many ways, but perhaps the most important way is in the recognition that the area's education problems are the cause or contribute to the multitude of other problems in the 9-county area. There has been increased participation in the GED program and better communication linkages between agencies serving the same target population, but agency jealousy has impeded progress. The greatest impeder in our area, however, is the distance one has to travel to get from one end of the 9 counties to the other (approximately 90-100 miles). The distance factor has certainly slowed communication; as distance increases, the enthusiasm level decreases.

WHAT'S NEXT?

Project Communi-Link concepts have been taught to many of the Green Hills area population through the workshops delivered by CSU staff. It is hoped that we can build on these attitudes so that we can deal with the situations which most disturb the Green Hills area. The resource directory, when published, will be a very helpful instrument of communication.

It is felt that greater emphasis should be placed on GED and ABE programs, as they are a start in raising the general level of economy in the area. Hopefully, agencies dealing with undereducated adults will begin focusing more attention in this direction while cooperating with Trenton Junior College in setting up classes.

The Green Hills area is seen to be in the infancy stage of Project Communi-Link, but look out for our ball of fire when we get older!

FLATHEAD AREA, MONTANA

DESCRIPTION

The Flathead Researvation Area Development Council was organized December 8, 1971, for the primary purpose of re-establishing communication linkages among the various ethnic, social, and economic segments of the population of the area.

The area involved includes the land mass within and adjacent to the Flathead Indian Reservation. This is an open reservation, populated by about 15,000 people living within what might be identified as seven major communities. Approximately 83 percent of the population are caucasian, 17 percent Indian and two negro families.

There are a number of recognized problem areas. The reservation area includes seven distinct geographical communities with the usual economic, social and cultural differences. In addition there is the fact that everyone is subject to a dual system of government which does not allow for equal treatment for all, either in civil and legal benefits or federal and state programs. This conflicting situation has led to a serious polarization of the two major ethnic groups to the point where there is no communication.

RESULTS

After the organization of the FRAD Council, several approaches were taken in an effort to implement involvement. Finally, the Council arrived at the conclusion that the best approach would be:

1. The overall FRAD Council.
2. Supplementary coordinating councils in each of the major areas.
3. Sub-councils or committees organized on a problem area basis.

The general approach at this time is to include every major area of endeavor into one general topic which can then leave us free to pursue priority problems, regardless of the problem area inference. The name that we apply to this umbrella is "Human Resource Development."

After a very careful survey of the delicate situation that existed, the Council undertook as a first major effort the presentation of a MICRO-VILLE workshop.

The next effort was that of the problems of the aging. This problem was chosen for two reasons: first, there is a definite problem facing the aging in the area; and, this seemed to be an excellent area because of the apparent lack of any potential for controversy.

Some effort was put forth in the area of alcohol and drugs, but this has not been successful.

The need for community involvement soon became apparent so the Council organized at least four community councils where local and community problems are being discussed and much people involvement is taking place.

The dissemination of information in the communities has been one of the noticeable needs of the area, so the FRAD Council has undertaken a program of public forums upon community and area problems.

Presently, the continuing education program is slowly being developed with the resulting planning for a needs and wants survey, a resource survey, and ultimately the adult education program.

CONCLUSIONS

Although we have made many mistakes and have several extremely frustrating conditions that tend to impede our progress, it is felt that the Council has had a real influence upon the area involved:

1. We now have six senior citizen programs operating.
2. There are four very active community coordinating councils.
3. A series of public forums have been held upon such subjects as revenue sharing and school financing, which have been extremely successful in both cases.
4. A Senior Citizen Seminar was sponsored that went beyond the fondest expectations of the Council. The whole movement will result in local financing of our program for the aging.
5. Success has been attained in establishing some involvement of individual Indians, although the Council is still taboo as far as the Tribal Government and the BIA are concerned.

The most important factors that have led to success have been:

1. Dedicated people.
2. Cooperation of governmental agencies such as CAP and the Extension Service.
3. Good fortune in picking our way carefully as to areas of effort.

Those factors which have been difficult to overcome are:

1. The extreme animosity that presently exists between the Tribal Government and the non-Tribal.
2. The distances involved.
3. The lack of leadership who can be objective and have vision and foresight.
4. The multiplicity of problems that have tended to polarize ethnic, economic, and social groups.

WHAT'S NEXT?

It is felt that the termination of the present Communi-Link program will impede the progress of our program because we are too young to really have reached the maturity necessary to generate the funds we will need. The Council will be 1½ years old at the end of the Project. It is not felt that a multi-community program can really develop and grow without some form of cohesive force such as an executive secretary, executive director or consultant.

The Council does plan to eventually develop all kinds of human resource development entities such as seminars, mini-courses, extension courses, information seminars, etc., which will be based on local resources. The Council remains the only organization on the reservation that has the potential of bringing the Indian and non-Indian groups together.

NEBRASKA

DESCRIPTION

Prior to invomvement with Project Communi-Link, ABE and GED programs were conducted through the Community College system and the State Department of Education. The Cooperative Extension Service conducted nutritional programs for low income families in 22 counties. On a limited basis, ENP personnel were making referrals to Welfare, Manpower Training, Employment Service, Food Stamps, Mental Health, etc. Referrals were difficult because it was not clear what services other agencies offered. ABE and GED programs were operating in a number of communities in the state with little effort being made by the educational institutions to coordinate programs.

Communities were selected to participate in Project Communi-Link on the basis of rurality in nature, existing ABE programs and ENP programs. One community was in the eastern part of the state, the other in the west.

1. Columbus, Nebraska (Eastern)

   -Population - 13,000
   -Industrial employment - 5,000
   -Major commercial center
   -Center of a rich and progressive agricultural region
   -Large percentage of employed women
   -Few if any minority groups
   -Polish Catholic community
   -Community had experienced success in the past with achievement of goals using ad hoc committees.

2. Upper North Platte Valley Community (Scotts Bluff and Morrill Counties) (Western)

   -Population - 45,000, with no single community larger than 15,000
   -Regional service center for retail-wholesale and governmental agencies
   -Emerging industrial center
   -Center for a unique agricultural base (intensive agricultural land use)
   -Mexican-Americans comprise 20 percent of the population, with some American Indian

-Basic heritage is German Protestant
-Low unemployment rate
-Fragmented organizational communications existed
-Much "empire building" on the part of State agencies setting up regional offices

From the beginning, leadership was exercised by a joint effort between the State Department of Education and the Cooperative Extension Service of the University of Nebraska.

RESULTS

Initiation

1. Meetings were held in the communities with representatives of various agencies.
2. Six people from each community journeyed to Fort Collins to participate in MICROVILLE
3. MICROVILLE workshops were conducted in each community.

Follow-up

1. Columbus subsequently established a day care center and the Upper North Platte Valley compiled a listing of agencies and programs serving that area.
2. Upper North Platte Valley also saw a marked increase in the participation of small localities in area-wide planning.
3. The Nebraska Task Force Committee for Communi-Link was established to disseminate Project concepts through the state. Six selected state agency "types" attended MICROVILLE in Fort Collins. State Manpower Districts were selected as an appropriate vehicle for the dissemination of Project concepts and programs in Nebraska. Five area MICROVILLE workshops were conducted, as well as workshops for the Educational Service Unit and for the Adult Continuing Education Association of Nebraska's Annual Conference.

CONCLUSIONS

Integrating the concepts of Project Communi-Link into on-going programs in Nebraska continues to be a slow process of diffusion. Results are appearing within groups that included at least one member who has brushed against the Project. It is possible some job changes have resulted as professional and leadership persons identified other arenas of work where personal job satisfactions seemed more compatible. The cooperative spirit of multidisciplinary approaches to problem solving are growing. Whether this attitude can be attributed to the national trend or the impact of Project Communi-Link, it is difficult to assess. It is felt the Project is largely responsible.

Enhancers

One of the greatest enhancers of the Project has been the flexibility given the state in utilization of the concept. Certainly, areas of the country have different "teachable moments" for new directions in programming adult education. A new sense of cohesiveness was afforded to local communities as the Project was offered. This was especially timely as federal and state governments move into a new era of accountability. The Project has helped groups and individuals broaden vision of cooperative problem solving.

Impeders

The desire to make any good program "mine" has not passed over state leadership in Nebraska. The limitations that this attitude places on program development are apparent. It has not stopped diffusion, merely retarded it.

Liaison between Colorado State University Project staff and Nebraska Project area staff might have been strained as progress on the local scene varies so greatly from area to area. The flexibility of the Project leaves one party or the other vulnerable to disenchantment through limited communication.

The thrust of MICROVILLE I to adult education programs leaves something to be desired by numerous agency representatives. They approach it with a non-relevant attitude. MICROVILLE II has not yet been used locally, but will hopefully possess a broadened attitude.

RECOMMENDATIONS

Diffusion of the Communi-Link concepts into on-going program efforts of both local, area and state agencies is determined as the major thrust.

1. Community colleges will disseminate Project concepts and programs through the Statewide Consortium of Public Higher Education Community Services Officers.
2. State agencies will disseminate Project concepts and programs through the state's Community Coordination Council (TEAM), of state governmental agencies.
3. The Omaha Archdiocese will disseminate concepts and programs to local parish councils.
4. The University of Nebraska Cooperative Extension Service will disseminate Project concepts and programs through the County Agricultural Extension Unit in Nebraska.
5. Project programs and concepts will be offered through RCD and PC (an area-wide planning organization) in Western Nebraska, in preparation for an area workshop entitled "What Does the Future Hold?"

6. Project concepts and programs will be disseminated through the various community development professionals located in various agencies at the local, area and state level.

FALLON, NEVADA

DESCRIPTION

The community of Fallon lies in the western part of the State of Nevada. It is the county seat - and only town of significant size - in the County of Churchill. The population of the county is about 12,000; the City of Fallon contains close to 8,000 persons.

A breakdown of the community along racial and socio-economic lines reveals the following facts: (1) the main industry of the area is agriculture, followed by services; (2) a Naval Air Station is located in the county about 7 miles east of Fallon; (3) the largest minority group in the county is American Indian; the average number of years of educational attainment is about 11.2, but over 2,000 residents lack a high school diploma and more than 1,000 of those persons have fewer than 8 years of schooling.

Prior to the involvement of the community with Project Communi-Link, no coordinating council for adult education existed. Agencies were contacted individually - and sporadically - for recruitment of Adult Basic Education students. High school diploma programs, community service classes, Adult Basic Education and a few community college classes were being offered, but planning was short-range and poorly coordinated, and awareness in the general community of existing Adult Education programs was very low.

RESULTS

Initiation

During the summer of 1971, a Microville workshop was brought to Fallon. Although interest was aroused, no positive steps were taken by the community to follow up the workshop. Then in January, 1972, seven local persons were invited to participate in a Microville workshop at Colorado State University.

Follow-up

Upon returning to Fallon after attending the Microville workshop, the group formed what it titled the Fallon Council on Continuing Education. The council held several meetings in the spring of 1972 and identified several problems in the Adult Education program. Among the problems identified were: (1) a lack of long-range planning based on a needs assessment, (2) a lack of educational-vocational counselling facilities for adults, (3) a lack of community awareness of existing programs, (4) a lack of inter-agency coordination in program planning and in referrals to programs, (5) a lack of participation in Adult Education by the Indian community.

The first step the council took in solving some of the above problems was to conduct an educational interest survey. By seeking the cooperation of the public utilities companies in the area, the council was able to conduct the survey at a minimum cost by mailing the survey form with power company billings. The survey now forms the basis for program planning and should provide information about community interests for several years. In addition to interests, the survey also identified 40 new teachers of various subjects, and a permanent teacher resource file has been established.

The council next tackled the problem of better coordinating educational efforts among agencies and businesses. Here, two things were done: (1) a brochure was planned to advertise fall semester offerings, and all local institutions or businesses that planned to offer educational activities were invited to add to the brochure; (2) the council developed a simple referral process to be used for educational and/or vocational referrals.

The adult counselling problem has been discussed at length all year. Several agencies represented on the council unsuccessfully attempted to procure funds for improved adult counselling. It now appears that the Western Nevada Community College, which has recently begun to rapidly expand in the Fallon area, will provide half- to full-time adult educational counselling beginning August 1, 1973. This, the council feels, will greatly improve the total program.

The problem that has been the hardest to solve is that of lack of Indian participation. A Microville workshop was presented to the Indian community in April, 1972, but results were minimal. The Indian representative on the council has failed to attend most meetings. The council now includes the state Talent Search coordinator for the Inter-tribal council, and her ideas may guide the council in a better direction. Daytime programming, the representative feels, is better suited to the schedules of the Indian people, so hopefully, with the planned daytime classes for 1973-74, Indian participation will increase.

CONCLUSIONS

As a result of the Communi-Link experience, there is certainly a better coordinated effort in educational planning among the local agencies. Certainly the expanding role of the Community College is enhancing progress. Also, the cooperation of the radio station, the power companies, and the newspapers has been encouraging.

On the other hand, turnover of personnel in agencies and, particularly in the Naval Offices has slowed down progress.

WHAT'S NEXT

At this time, the future of Adult Education in Churchill County looks bright. The following factors should greatly aid the continuation of Project concepts:

1. The Community College has offered to assume financing of future surveys and advertising brochures.
2. The School District has been granted a Mott Intern to facilitate community-wide educational planning.
3. The Fallon Council on Continuing Education will continue to meet to plan educational activities and manage a new adult scholarship program.
4. The Community College has leased a building that may be used for daytime programming.

PROJECT COMMUNI-LINK

SIC's
FINAL THREE YEAR REPORT

White Pine County, Nevada
Dick A. Munson, SIC

PROFILE OF WHITE PINE COUNTY

Population

	*County	Ely - East Ely	McGill	Ruth	Preston - Lund Area	Other W.P. Co. Areas
Census 1950	9,424	4,369	2,297	1,244		
Census 1960	9,808	5,814	2,195	800		
Census 1970	10,150	6,168	2,164	731	318	769

* White Pine County contains 5,653,601 acres or 8,883 square miles of which the largest part is undeveloped.

Location

Central Eastern Nevada, Ely is the County Seat of White Pine County, near southern rim of the Great Basin. Terrain consists of alternate mountain ranges and sagebrush covered valleys. Population center is in Ely area and is approximately 250 miles from any urban center.

Climate

Due to the 6,000+ foot altitude, the frost free period is relatively short, beginning about June 1 and ending in the middle of October.

Employment

Mining Industry	*1,530
Construction	94
Manufacturing	53
Public Utilities	91
Trade	651
Finance-Insurance-Real Estate	56
Service	268
Government (Local-State-Federal)	762
Agriculture	74

*Primarily employed by Kennecott Copper Corporation, the area's largest employer.

Minority Population

According to Federal government designations, approximately 1,000 of White Pine's citizens are minority people of which the largest number are Spanish sur-named Americans. Our community, however, disagrees with the Federal government. We believe that all government designated minorities, except White Pine County's American Indians, should be considered as fully integrated into the community. Only the Indian has separate and definable problems that relate only to his group. The Indian can be considered a minority primarily because of the unique, varied, and complex problems on the Indian reservations in our county. There are approximately 200 Indians in White Pine.

Civil Characteristics

East Ely, McGill, and Ruth are unincorporated, therefore, are governed by the White Pine County Board of County Commissioners, but have Town Councils which advise County Commissioners. Ely has a city council - mayor type government.

HISTORY OF THE WHITE PINE COUNTY ADULT EDUCATION ADVISORY COUNCIL

Before Project Communi-Link

In 1965, an enlightened group of citizens called a meeting to discuss the formulation of the White Pine County Adult Education Advisory Council. The purpose of this Council would be to serve in an advisory capacity to the White Pine County School System regarding the need for post high school education in the county. This idea was presented to the Board of Trustees of the county education system with a strong endorsement of the Superintendent of Schools. The Board "bought" the concept and subsequently appointed an eight (8) member White Pine County Adult Education Advisory Council.

During 1965 and into academic year 1966, the Council was active, but found itself floundering. The primary problem experienced by the committee was lack of continuity. Many meaningful ideas were expressed and programs articulated at the monthly meetings of the Council. However, these ideas and programs were most often never pursued because no one did anything about them until the next monthly meeting, when they were again rehashed. The Council, therefore, resolved that continuity must be provided if a meaningful program was ever to evolve. Combined with this lack of continuity was the developing awareness of the complexities of sustaining a continuing education program in the isolated area in which White Pine County is located.

The Council, therefore, suggested to the Board of Trustees of the local school system that a professional administrator with an education background be assigned the responsibility of coordinating continuing education in the county. The Board of Trustees eventually agreed and a professional administrator was appointed as coordinator of continuing education. This administrator was also to have other responsibilities involving relations with Federal and State agencies.

In the five academic years from 1966-67 through academic year 1970-71, approximately 2500 White Pine County adults completed courses in adult education. Of course, absolute numbers do not tell a story. With this development, the Council became complacent.

Enter Project Communi-Link

Thus, in this stage of development, the White Pine County Adult Education Advisory

Council became associated with Project Communi-Link. Several individuals from State governmental offices (Cooperative Extension and State Board of Education) approached the Council with the idea of becoming involved with Project Communi-Link. It took several sessions before we began to understand what Project Communi-Link was all about. Many members of the Council stated: "Why should we become involved with Project Communi-Link, we have already been through that process". Several people felt it would be a waste of time. Other people, however, felt it would be worthwhile for our Council. The issue, frankly, was quite controversial. It was finally resolved that those who wished should go to Colorado State University and be exposed to Project Communi-Link.

Upon returning home from Project Communi-Link's Microville experience, the Council turned to self-analysis and the meaning of Microville began to be recognized. We were shocked to find that our Committee was not as successful as we had heretofore believed. Council members that had been to Colorado State then convinced other Council members to import Microville to White Pine County, and allow all Council members to experience its benefits. Other members of the community were also invited to attend the Microville session.

After the community experience with Microville, which was conducted in late spring of 1971, the Council then sat down to define its problems and set goals. The Council pinpointed three important weaknesses in our adult education effort. The three weaknesses were identified as follows:

Inadequate Council Structure

The Adult Education Effort Was Not Well Planned

The Adult Education Effort Lacked Programs Which Provided Salable Skills

RESULTS SINCE PROJECT COMMUNI-LINK

The following goals were established to overcome the above named problems and the results achieved to date:

Goal 1

The Council resolved to expand and refine the organization of the Council to provide more complete communication linkages to the total community.

Results

The original Council was reorganized since it was too narrow in scope and suffered from lack of vision and poor attendance. Since the new Council was appointed, attendance has been excellent at monthly and special meetings.

Goal 2

Better planning for the adult education effort.

Results

In February of 1972, the Council spent a Saturday in a planning session. It had been decided that a special meeting was required because the press of regular business did not allow sufficient time for planning at the regular monthly meetings.

In this February planning meeting, a definite philosophy was agreed upon and elements of strategy for an adult education program were established for discussion.

Goal 3

To develop program(s) which will definitely lead to a salable skill.

Results

In the June 3 planning session mentioned above, the Committee established 1975 as the target year for instituting a program which definitely leads to a salable skill. It was decided to work for the establishment of an Associate Degree program under the Community College System.

What Happened in Adult Education During 1971-72

Academic year 1971-72 has proved to be the most successful year ever, in terms of quantity and quality, for the adult education effort in White Pine County. Over 750 students have completed some 47 full-term courses, and more than 500 people participated in 14 short courses prepared by Cooperative Extension.

Community Service	162 students	Short Courses	504 people
Full Term Non-College Related	427 students		
Community College	48 students		
University of Nevada	55 students		
Adult Basic Education	31 students		
High School Diploma	45 students		

What Happened in Adult Education During 1972-73

An effort to involve many community members, with whom linkages had been made, in a total educational effort was culminated by a field trip to Reno, Nevada. A highly successful Microville workshop and an immediate transition from Microville to White Pine County, using the processes of the game, began to formulate a plan of identification and solution to problems. Particular success was achieved in problems dealing with Career Education implementation.

The first graduation ceremony ever in White Pine County for adults receiving high school diplomas was conducted. The Governor of Nevada, Mike O'Callaghan, delivered the address for this important milestone in our adult program.

The most successful year in terms of programs and enrollment was achieved.

Community Service	128 students
Full Term Non-College Related	788 students
Community College	238 students
University of Nevada	42 students
Adult Basic Education	35 students
High School Diploma	44 students
Short Courses & Lectures	626 people

A priority goal was established to bring to fruition an Associate Degree program based on the strong apprenticeship program established.

CONCLUDING COMMENTS BY ADULT EDUCATION ADVISORY COUNCIL CHAIRMAN

Project Communi-Link has unquestionably enhanced the White Pine County Adult Education Program. The contrast we can show prior to initiation of the Project Communi-Link concepts and the past three years is amazing.

The real outstanding result is the truly viable force the Advisory Council, under the direction of the Local Education Agency, has become in adult education, and to some extent, a force for community improvement.

There is a confidence within the Council to meet the challenges, and constantly improve the quality and quantity of programs. The unselfish and intense devotion of the members to this constant improvement reflects great individual credit.

We will successfully meet our "What's Next?" phase, which is:

1. Continuation of existing programs.

2. Expansion of programs to meet all needs and wants.

3. Improvement of our "core curriculum" program to meet the needs of all college parallel and Associate of Arts Degree programs.

4. A terminal program for A.A. Degrees as an integral part of the total adult program.

5. To revitalize the Adult Basic Education Program in Ely and continue to strengthen the program at Goshute Indian Reservation.

Jay F. Carson, Chairman
White Pine County Adult Education
Advisory Council

TAOS, NEW MEXICO

DESCRIPTION

Taos, New Mexico is a mountain community situated in the northern part of the state. The population of Taos is approximately 2,500; the County of Taos, 9,500. Being a rural community and the fact that Taos is the trade center for the county, many of the other communities are quite small and quite far from Taos. Taos has 85 percent Spanish surname individuals, 10 percent white and 5 percent American Indian. The Taos Pueblo Indians live 3 miles from Taos and are an integral part of the community.

Industry is seasonal, consisting mainly of tourism or tourist-related industries. The molybdenum mines recently released one-third of their work force because of an excess of molybdenum.

Like several other small communities, Taos has had its share of federal funds for the development of programs to help the poverty-level people as well as the unemployed. The community has CAP, CEP, HELP, WIN, etc., programs and prior to involvement with Project Communi-Link these programs were reaching out for the same clients with much duplication of effort.

RESULTS

Taos became involved in Project Communi-Link with an invitation from the Project staff to participate in MICROVILLE on the CSU campus. Since then, many new and expanded activities have taken place.

Following the workshop in Fort Collins in January of 1972, our six representatives from Taos formed an Adult Basic Education Advisory

Board and made an effort to involve all segments of the population in working together to better coordinate existing agency and organizational programs. In addition, board members have served as resource people in the community, helping to promote the Communi-Link concept with better understanding and coordination among agencies. Each member designated for himself an area of concern in which to work. By this method it has been possible to expand the idea of Project Communi-Link to local government, County Extension Office, schools, merchants, County Commissioners, and others.

The most emphasis given to any program has been on Adult Education. Through the efforts of members of the Taos ABE Council, there have been opportunities to work closely with the Taos Career Demonstration Center, Taos Planning Committee and others. There have been a number of successes. The most worthwhile are:

1. Taos Planning Commission. Board members worked very closely with different committees that met to set goals and priorities for the local government. Areas of concern were education, economic development, Health and Welfare, and cultural ethnic and historic interests. Our success in this endeavor was to involve as many adults to provide their services as they plan for their needs.

2. Taos Career Demonstration Center. This area has been a high priority item for the council because its objective is to provide an educational experience to adults who wish to further their education or wish to work toward training in a certain usable skill. Presently, the thrust has been toward young adults, high school dropouts, unemployed individuals, etc. The curriculum now includes secretarial training, nurses aides,

recreation and tourism training, and work towards a GED certificate.

3. MICROVILLE. On February 16 and 17 Project staff met in Taos and presented MICROVILLE for Taos and surrounding area residents. Representatives of the State Department of Education were present. Since the MICROVILLE experience there has been expansion to other northern communities with the concept. The theme that adults can help themselves to satisfy their economic and social needs has worked.

4. ABE Council. Since its formation in February 1972, the council has made several accomplishments. Each member has been assigned specific tasks with certain local committees. Liaison has been established with the Taos County Extension Office, which is quite instrumental in developing worthwhile programs and activities.

Plans for the future include (1) expansion of a sound ABE program to serve as many adults as possible; (2) include representatives from the Taos Pueblo on the council; (3) seek more active involvement from the Taos County Commission Office; (4) seek more active help from the State Department of Education as expansion of the existing programs to serve adults is necessary; (5) continuation of work with local leaders for the development of new programs that citizens have planned and for the implementation and expansion of existing programs; (6) attempt to meet desired goals and objectives set for the community by the residents themselves; and (7) continuation of the Project concept and continued development of the State-Community Assistance Network.

CONCLUSIONS

Although we see progress that has been made in several areas, we are still confronted with several impeders to progress. Our Indian population has yet to be willing to work with the concept, our local ethnic make-up has set up barriers that have been difficult to overcome, different federal agencies still resist working together as each wishes more funding and participation, and several residents are willing to be involved only if little or no effort is required from them.

RECOMMENDATIONS

We do recommend continuation of Project Communi-Link and will continue to actively participate toward better mobilization of local resources toward solution of local problems.

COOS BAY, OREGON

DESCRIPTION

The Coos Bay area has a total population of approximately 30,000 people. There are two school districts and one Community College district serving the formal educational needs of the people of the area. The major industry is timber, including woods, mill and shipping operations. Tourism is the second largest industry. Retail sales are also important, as the Bay area is the shopping center for approximately 80,000 people on the Southern Oregon coast. The majority of the population are white Anglo-Saxon Protestants, the only minority race of any size being Indians, who in most instances are intermarried with caucasians and very difficult to identify. Most people are either earning more than $10,000 or less than $5,000 per year, and there is little fraternization or realization of common problems among the two groups. The area is heavily unionized.

There have been very few formal communication attempts between the two major cities - Coos Bay and North Bend - at any level - city government, school governments, Chamber of Commerce, etc. Except for two groups (Coos County Inter-Agency and Coos-Curry Council of Governments) there is no real communication between citizens of this area.

The Coos-Curry Council of Governments is composed of government agencies (excluding the schools and most special units of government) that meets once a month to "rubber stamp" applications for loan and grant applications to the state and federal agencies. Theoretically they also coordinate and perform area-wide planning, but not much is being done that is really effective or meaningful.

The Coos County Inter-Agency is comprised of persons from various public agencies that have met once a month (except in the summer) to "communicate." It is felt that perhaps this group can and should do more. This group primarily represents federal and state social service agencies, however, the various agency representatives are usually not connected with the administrator's office, thus they may not have the ear of the person who can make commitments on behalf of that agency.

RESULTS

Since involvement with Project Communi-Link, some have become more aware of our communication-coordination problems and have been made aware of some methods of solving these problems. Our original Communi-Link Committee has been absorbed by the Coos County Inter-Agency. A Communi-Link subcommittee of this group has almost finished putting together a directory of community resources that hopefully will be of value. Part of this directory consists of a listing of physical resources available and whether or not there is a use charge; for example, meeting rooms, tables, projectors, blackboards, coffee pots, etc. Most important is that some people now realize we have the resources to do whatever we want to, right within the community.

CONCLUSIONS

The main impediment to our success thus far has been a lack of motivation. Those of us who know and believe in the Communi-Link "message" have not, for whatever reasons, convinced enough people that there is some value in communicating among ourselves (agencies) and coordinating our resources.

Those who accept the Communi-Link concept have been the greatest enhancers to progress in the Coos Bay area. They and others in the community can see what the lack of communication and coordination is costing in terms of wasted lives and dollars.

RECOMMENDATIONS

It is hoped that the Coos County Inter-Agency group becomes involved in some different areas than in the past. A Communi-Link type program could be done in the area of organized recreation; a resource survey and wants and needs survey is very badly needed to ascertain whether the needs of our citizens are being met through our many different small, isolated recreation "programs." There is also a need for a Communi-Link type program in the area of adult education. In anticipation of revenue sharing, there is a need to centrally prioritize and make recommendations to the cities and counties as to what programs are valid and should be funded, at what levels, and what programs should not be undertaken or allowed to continue.

UINTAH BASIN, UTAH

DESCRIPTION

The Uintah Basin area of Utah doesn't lack for agencies to serve the area. The following agencies were involved in adult education programs in 1971: Uintah School District, Duchesne School District, Utah State Extension, Uintah Basin Area Vocational School, Division of Family Services and Employment Security with the WIN Program; Division of Vocational Rehabilitation, Ute Tribe CAP, etc. Agencies communicated with each other if they became involved jointly in a program or with an individual case. Family Services, WIN and DRS has a tri-agency referral meeting to coordinate welfare recipients going into training. WIN had a contract with the Duchesne School District to provide ABE but a program to coordinate resources to meet the needs of the total area population didn't really exist.

The Uintah Basin area consists of three counties that cover Northeastern Utah, with a population of 30,000 people. The population is very rural. There exist strong feelings between communities as they compete for money, status, etc. The main industry is oil, followed by ranching and tourism. The Ute and Ouray Indian Reservation is centered within the Basin and covers a large land mass. The Reservation is a federal reserve and the Indians have chosen to develop their own system of services for their people, although they do utilize agency resources that are region-wide in their service.

RESULTS

1. A Coordinating Council has been organized and in April 1972, a

MICROVILLE workshop was held in which 50 people participated.

2. A service directory was published by the Coordinating Council in early 1973.
3. Early in 1973 an Adult Education Council was formed to include all educational groups in the Basin. They will publish a common curriculum this fall which, for the first time, describes all adult education programs offered throughout the area in one publication.
4. A drug committee has been established involving Uintah and Duchesne counties to coordinate and develop drug education and prevention programs throughout the area.
5. On April 4, 1973, Communi-Link presented the Diffusion Workshop for approximately thirty participants.

The services of a consultant have been available through Project Communi-Link and the State Board of Education to assist the Coordinating Council, but his services have been terminated.

CONCLUSIONS

As a community, the Uintah Basin area has begun to recognize the need for communication linkages. Coordination and cooperation has begun in certain areas, and there is an awareness for the need to broaden the base of committees to include consumers as well as agencies involved.

The Adult Education Committee met in Manila for the specific purpose of involving that community in adult education planning and coordination.

Impeders to progress have been: agency distrust and jealousy, change in county governments and a need to help them understand the processes and goals involved; distrust between local community representatives and state-level decision-makers.

RECOMMENDATIONS

We have seen what can be accomplished in communities which are able to break down the barriers and utilize the concepts to form linkages. The Uintah Basin area has started in the right direction, but will need to use the community-wide planning concept continually to ensure that the needs of the people are being served in an efficient manner.

WENATCHEE, WASHINGTON

DESCRIPTION

Washington State joined Communi-Link late in the second year of the Project. As a result of an area workshop at Portland, Oregon involving the states of Oregon, Washington and Alaska, this state decided to concentrate efforts in the Port Angeles and Wenatchee areas. These were planned and coordinated through the State Community Colleges in those areas. Both areas are rural in nature, with low population density and a real need for coordination of existing human services. The main minority in both areas is the Native American.

In the Wenatchee area, two workshops were planned to cover the 10,000 square mile district served by Wenatchee Valley College. The population in this district is approximately 80,000. Major industries include agriculture and livestock, with Wenatchee claiming the title of the "Apple Capitol of the World." An aluminum plant is located near Wenatchee and numerous hydroelectric dams are located along the Columbia River which flows through this area. Port Angeles, located on the coast of Washington in the general vicinity of Seattle, has lumbering and fishing as major sources of income.

A common link for communication is through the state-wide organization of community colleges. Adult Basic Education is tied to the State Superintendent of Instruction's office and administered through this system of community colleges for the most part. Mr. Elmer Clausen from the State Office discharges these responsibilities. The Cooperative Extension program from Washington State University also forms a network throughout the state. The Department of Social and Health Services, a newly formed agency, has been designed to coordinate many of the social services offered by the state.

The degree of communication between these various networks at the local level varies. Lines of communication between these systems at the state level had not been extensively developed. In summary, there was a real need for the Communi-Link concept.

RESULTS

Initiation

Workshops were planned and conducted in the three locations. Attempts were made to involve a broad cross-section of the population of these communities. Of the two Wenatchee area workshops, the Sun Mountain meeting proved the most productive. This was attributed to the remote location at a mountain resort that took the participants out of their daily patterns and isolated them from the interruptions and demands of the job. All workshops were scheduled around a 1½ to 2-day time block with social activities planned to develop rapport between participants.

Representation from state agencies and non-Project communities within the state fell short of expectations. It was hoped that the workshops would serve as a demonstration project and thus stimulate further state activity.

Follow-up

At the conclusion of the Sun Mountain workshop, groups organized to promote the establishment of Adult Education Advisory Committees. These committees are established in several of the sub-communities of the region and have been meeting to consider the needs and wants of their residents.

A major outgrowth from the Wenatchee workshop at Camp Field was increased interest in the community school movement. Washington State has just passed legislation which authorizes the establishment of community schools and spells out some guidelines for this development. A group of interested people in the Wenatchee area are planning a meeting for June 1, 1973 to explore the subject. The Communi-Link concept is being adopted as a guide for this effort with the hope that an advisory group will be formed as a result of the meeting. A deliberate attempt is being made to invite a cross-section of the community, with special emphasis on the power cluster that has influence in the area of Adult Education.

Other activity on the state level concentrated on dissemination of information. Participants in these workshops have explained the Project and its concept to other groups around the state. The Washington Continuing Education Conference in April was the most recent opportunity. Project staff were available to present a two-hour program to this group representing all aspects of continuing education throughout the state.

CONCLUSIONS

Enhancers to Progress

The participants of the Washington workshops have been enthused by this concept. They, on the most part, are ready to put it in practice in various ways in their communities. The Community College system, in cooperation with the State Superintendent of Public Instruction, has been supportive and open to suggestions. Both North Central Washington workshops were facilitated greatly by a Community Action project which absorbed much of the cost of facilities and accommodations.

Impeders to Progress

Washington's late entry into the Project has been a decided disadvantage. The spark has been lit and additional help from the Project would ensure that it isn't extinguished. The state has not identified a SCAN to date. There is the possibility that this function may be assumed by the Northwest Regional Education Lab at Portland, however. This places the network in a larger frame of reference, that of Region X of HEW which includes the five states of Washington, Oregon, Idaho, Montana and Alaska. It would appear necessary, however, to implement some type of network on the state level.

RECOMMENDATIONS

A personal assessment of Washington's needs for continuation of the Communi-Link concept included the following:

1. Access to the simulation game MICROVILLE, either through state-owned copies or use agreements with Colorado State University.
2. In conjunction with this would be the need to train a team of state people to conduct workshops.
3. A state coordination system which would disseminate information about these resources and coordinate the use of the above mentioned resources.
4. A formal or informal tie to national efforts of Communi-Link continuation. Perhaps a newsletter could continue to serve as the vehicle for sharing of ideas and accomplishments on a national level.
5. Somewhat similar to Number 1 above, but important as a separate concept, would be access to modifications of the Communi-Link process as they apply to community development and the community school movement.

WYOMING

DESCRIPTION

Wyoming has a state population of 320,000 people. It is primarily made up of small rural communities. Some sixty public secondary school systems, seven community colleges, and one degree granting University make up its educational system. Within this framework the two pilot communities of Sweetwater County and Torrington operated under the Communi-Link Project for approximately three years.

Torrington is a rural-agricultural community of about 3,000 people. Seasonal unemployment is high among the Spanish-American population.

The Sweetwater County community has a population of almost 10,000 people representing 56 different nationalities. The basic income is from mining coal, trona and potash. This area is emerging from a long period of depression and the property evaluation has grown from 28 million to 68 million in the past three years. This development has brought the problems of labor shortage, housing and transportation.

Problems common to both pilot areas are: the aged, language and reading, health and lack of community coordination.

RESULTS

State Community Assistance Network (SCAN)

Wyoming is using the community approach for developing a state-wide program of implementation of Project ideas, concepts and activities. A two-day Wyoming Communi-Link Retreat was held in July involving 12 Wyoming communities with wide geographic distribution. The two pilot communities and selected state leadership from Adult Basic Education and Cooperative Extension were also included in the retreat.

The goals or objectives for the two-day meeting included: an opportunity to learn of the important work that the community representatives were doing to serve the needs of adults; to provide an opportunity for community leaders to learn about some of the ideas, concepts and activities of the Communi-Link Project, and to identify services and resources that may be available to strengthen communication linkages. As a result of the retreat some things are happening in Wyoming such as:

1. Request for Communi-Link informational meeting with ABE teachers and aides from the two Learning Centers in Cheyenne.
2. Request for information on consumer education and recruitment and motivation workshops for the Expanded Foods and Nutrition Educational Program in Laramie.
3. Request for information on the Veterans Outreach Program in Torrington from the Powell community. As a result, Powell has conducted the Veterans Outreach program and started a Veterans On-The-Farm Training Program.
4. Used pilot community representative to discuss Project at the Cheyenne informational meeting.
5. Clarified some of the understandings about Project Communi-Link with the Vice President of University Extension and the Associate Director of Cooperative Extension.

Other efforts that may be identified as part of the Wyoming SCAN phase are:

1. Used the Holding Hands film strip with students of the Adult Teacher Education program at the University.
2. The request for a Communi-Link Project Report at the Annual Conference of the Wyoming Adult Education Association.

3. The involvement of the Vocational Education Department in some of the Project activities.

Torrington

1. Minority survey in the planning and developing stages. A multi-agency-industry study to determine numbers and needs that may be served.
2. A community services coordinator has been employed part-time to assist in developing programs and recruiting from minority groups.
3. Adult Basic Teacher Education workshop for teachers and aides has been conducted.
4. Expanded programs as a result of the Veterans Outreach Program. Eastern Wyoming College will sponsor a Farm and Ranch Management program in cooperation with the Cooperative Extension Agricultural Advisory Board; planning from other agricultural programs includes mechanics and computerized record keeping.
5. Expanded community to include Wheatland (Platte County) for ABE programs and a business administration activities sales and services program. (Note: High school administration requested assistance from the State Director of Adult Basic Education). Also some interest was expressed to learn more about Communi-Link.
6. Credit course started for teachers and aides (approximately 75) to better understand and work with minority groups.

Sweetwater County Community

1. Right to Read Project funded ($40,000) - preliminary recruitment surveys have not been too successful. Factors that may have

influenced this are high employment, wages and lack of identifiable minority groups to be served.

2. "Young at Hearts" center is developing nutrition program. They still have concerns about transportation.
3. Considerable interest and support from Western Wyoming College in using Learning Media Center for adult education programs in the community.

CONCLUSIONS

The following conclusions were drawn concerning enhancers and impeders.

Enhancers

Services of State Instructional Consultants and Project staff Community Specialists in the areas of workshops, community surveys, teacher training, resource directory identifying community needs.

Impeders

Uncertainty of funding of federal project, late funding to start project, extension of project too slow to provide for long-range planning. Slow emergence of identification of local leadership. Interrupted tenure of local agency and organization heads. Lack of resources - both funds and knowledge of available federal programs to support community efforts. Over-organization of communities to meet special needs. The fear of threat of encroachment on organization and community structures. The high turnover of Project staff to work as Community Resource Specialists.

RECOMMENDATIONS

If it is assumed that community-wide programming is a continuous activity, then many of the ideas, concepts and activities will continue in both pilot communities and the state.

Leadership in adult education and community services is assuming new roles and responsibilities in areas of (a) organizing State Adult Education Association; (b) proposing state legislation for funding and support for adult education; (c) studies have identified the need to inform people about adult education needs of Wyoming people; (d) adult education presentations and discussions with vocational educators; and (e) slide-tape series (8 sets) being used to tell story of adult education in 8 areas of the state for educational, social, civic, service and other organizations.

New concepts of funding (Revenue Sharing) will encourage or force the use of many of the concepts and ideas by state and community leaders in adult education. The employment of local community services coordinators will support the activities that have emerged from the Project.

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